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ABSTRACT

The session outline and accompanying participant materials in this guide comprise one component of a multicomponent workshop developed to help implement Title IX of the Education Amendments of 1972, written to attain sex equity in schools. The guide includes an overview of the workshop package which consists of five three-hour sessions: three generic sessions designed to provide general information to all participants, and two application sessions designed to provide specialized information to persons with differing professional roles. Areas of discussion include: consideration of the need for Title IX; review of the Title IX regulation and grievance process; examination of the application of the Title IX regulation to job functions of various groups of education personnel; and an overview of the change process, including an opportunity for participant action planning. This manual outlines detailed application sessions for vocational educators, and includes discussions of the session population, objectives, time and materials needed, facilities and equipment, and personnel and their preparation. A suggested script and step-by-step instructions for workshop facilitators are followed by a package of participant materials for the two sessions. (Author/NRB)

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IMPLEMENTING TITLE IX AND ATTAINING SEX EQUITY:

A WORKSHOP PACKAGE FOR ELEMENTARY-SECONDARY EDUCATORS

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THE VOCATIONAL EDUCATOR'S ROLE

Outline and Participants' Materials For Application Sessions For Vocational Educators

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IMPLEMENTING TITLE IX AND ATTAINING SEX EQUITY: A WORKSHOP PACKAGE FOR ELEMENTARY-SECONDARY EDUCATORS

Shirley McCune and Martha Matthews, Coeditors

THE VOCATIONAL EDUCATOR'S ROLE

Outlines and Participants' Materials For Application Sessions For Vocational Educators

Joyce Kaser, Martha Matthews, and Shirley McCune, authors

Prepared for the
Title IX Equity Workshops Project
of the Council of Chief State School Officers

By the
Resource Center on Sex Roles in Education
National Foundation for the Improvement of Education

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Preface

This session outline and the accompanying participant materials comprise one component of a multicomponent workshop package developed by the Resource Center on Sex Roles in Education under a subcontract with the Council of Chief State School Officers (CCSSO). This package, entitled Implementing Title IX and Attaining Sex Equity: A Workshop Package for Elementary-Secondary Educators, is designed for use by persons implementing training or staff development efforts for education personnel and interested citizens in the implementation of Title IX of the Education Amendments of 1972 and the attainment of sex equity in elementary-secondary schools.

The workshop package was field-tested by subcontractors in 11 regional workshops as a part of the CCSSO Title IX Equity Workshops Project. This project was funded under contract 300-76-0456 with the Women's Program Staff, U. S. Office of Education, Department of Health, Education, and Welfare. Funds to support the printing of participant materials used in the field-test workshops were provided by the National Institute of Education, Department of of Health, Education, and Welfare.

Shirley McCune and Martha Matthews are the coeditors of the Workshop Package. This session outline and participant materials were developed by Joyce Kaser, Martha Matthews, and Shirley McCune; Martha Matthews' time was partially supported by funds from the Ford Foundation. Persons who have authored or contributed to other outlines and materials within the total package include: Linda Stebbins, Nancy Ames, and Illana Rhodes (Abt Associates, Cambridge, Mass.); Judy Cusick, Joyce Kaser, and Kent Boesdorfer (Resource Center on Sex Roles in Education, Washington, D. C.); Myra Sadker and David Sadker (American University, Washington, D. C.); Barb Landers (California State Department of Education, Sacramento, California); and Janice Birk (University of Maryland, College Park, Md.).

The CCSSO, the Resource Center on Sex Roles in Education, and the coeditors of the package gratefully acknowledge the assistance and advice of M. Patricia Goins, Project Monitor, Women's Program Staff, U. S. Office of Education, and Joan Duval, Director, Women's Program Staff, in the implementation of the contract. Grateful acknowledgement is also given to Sarita Schotta, Senior Research Associate, National Institute of Education for monitoring the contract which provided funds for the editing and printing of the field-test materials. Special gratitude is extended to the personnel of the 15 organizations who field-tested the Package in regional workshops for their efforts, their patience, and their support throughout the implementation of the Title IX Equity Workshops Project. These organizations and the project contact person in each include:

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The coeditors also wish to express their appreciate to Byron Hansford, Executive Director, Council of Chief State School Officers; William Israel, Director of Special Projects, Council of Chief State School Officers; and James Becker, Executive Director, National Foundation for the Improvement of Education, for their support of the project. Ann Baucom and Lois Jamieson of the CCSSO and Ann Samuel of the Resource Center on Sex Roles in Education receive special thanks for their tireless efforts in the production of materials for the Workshop Package.

September 1978

IMPLEMENTING TITLE IX AND ATTAINING SEX EQUITY:
THE VOCATIONAL EDUCATOR'S ROLE

Outlines and Participants' Materials for Application Sessions
A and B for Vocational Educators

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THE VOCATIONAL EDUCATOR'S ROLE

Introductory Materials

Prepared for the
Title IX Equity Workshops Project
of the Council of Chief State School Officers

by the
Resource Center on Sex Roles in Education
National Foundation for the Improvement of Education

IMPLEMENTING TITLE IX AND ATTAINING SEX EQUITY: AN INTRODUCTION TO THE WORKSHOP PACKAGE

Introduction

Title IX of the Education Amendments of 1972, the Federal law which prohibits sex discrimination against the students and employees of education agencies and institutions receiving Federal financial assistance, was enacted in June 1972; the regulation to implement the legislation, which defines the specific criteria against which nondiscrimination is to be assessed in the various policies and practices of education agencies and institutions, was issued in June 1975 and became effective in July of that year. Despite the passage of years, however, full compliance with Title IX is far from a reality in most agencies and institutions throughout the country, and equity for females and males in education has yet to be attained.

Although significant progress has been made in a number of schools and school systems--the basic required Title IX compliance procedures have been implemented, students and employees describe their "increased awareness" of the problems of sex stereotyping and sex discrimination, and concrete improvements are apparent with regard to equalization of athletic budgets for female and male sports or to integration of previously sex-segregated courses--in most cases, considerable change remains to be made if full compliance and sex equity are to be integrated and reflected throughout the policies, programs, and practices of an education agency or institution.

If the necessary change is to occur, educators must move beyond paper compliance and problem awareness in order to develop the skills and competencies required for problem solution. Educators, like all other human beings, need support and direction if they are to translate legislative or administrative mandates for change into the actual delivery of nondiscriminatory and sex equitable services.

Many methods may be used to support educators in the change process--written information may be distributed, consultation may be made available, briefings or meetings may be conducted, training programs may be implemented, demonstration programs may be undertaken, and evaluation and reinforcement systems may be installed. The needs and resources of a particular education agency or institution will determine the forms of support which are most appropriate. One of the most frequently used methods of supporting change by education personnel is the inservice training workshop. In many situations, the inservice workshop is a cost-efficient way of reaching large numbers of personnel in a single effort and of providing assistance in skills development to these personnel. Implementing Title IX and Attaining Sex Equity: A Workshop Package has been designed to support the implementation of such a workshop.

The Development of the Workshop Package

Implementing Title IX and Attaining Sex Equity: A Workshop Package was developed by the Resource Center on Sex Roles in Education for the Council of Chief State School Officers' Title IX Equity Workshops Project during 1977 and 1978. The Title IX Equity Workshops Project was funded

under an 18-month contract for "National Regional Dissemination Workshops and Development of Technical Assistance Materials for Title IX of the 1972 Education Amendments" by the U. S. Office of Education, Department of Health, Education, and Welfare, under funds authorized by the Women's Educational Equity Act.

The purpose of the project was to develop and field test a training package which could assist education personnel and interested citizens to gain:

- an understanding of the manifestations and the effects of sex discrimination and sex bias in education
- an understanding of the requirements of Title IX and its implementing regulation, and of the steps required to achieve compliance
- skills and capability for the development and implementation of policies, programs, and management systems to ensure educational equity

The terms of the contract required that the package developed must be suitable for:

- use with groups representing all levels of education from elementary through postsecondary
- use at the local, state, regional, and national levels
- use without extensive reliance on consultative assistance or on materials outside the package itself

In order to address these requirements, it was decided that the training package must be developed according to the following considerations:

- Because of the differing needs, experiences, and frames of reference of elementary-secondary educators and postsecondary educatiors, "the" training package would need to be two training packages--one for elementary-secondary educators and one for postsecondary educators.
- Because the training package needed to be suitable for use with a wide variety of groups, it would need to include a wide variety of information and activities ranging from "awareness level" to more advanced skills-development and action-planning levels.
- Because the training package needed to be suitable for use by personnel without extensive background in training or consultation and materials resources, it would need to provide specific step-by-step instructions for the implementation of training as well as all materials which would be required for the implementation of training.

All of these considerations are reflected in the form and content of the Workshop Package as it is now published.

Initial plans and specifications for the Package were reviewed by more than 90 leaders in education in March 1977. These leaders were asked to evaluate the plans and suggest modifications in light of:

- their assessment of the training and technical assistance needs of education institutions and agencies related to the attainment of Title IX compliance and sex equity
- their evaluation of strategies available for meeting identified training and technical assistance needs
- their knowledge of resources which would facilitate the development and dissemination of the Workshop Package

Working drafts of the Package materials were field tested and evaluated in 19 workshops implemented by subcontractors in the various HEW regions. Eleven workshops for elementary-secondary educators and eight workshops for postsecondary educators were implemented from September 1977 through January 1978. During the field test workshops, the Package was evaluated by workshop facilitators, workshop participants, and on-site evaluators. Final copy of the Workshop Package was completed after analysis of all of the evaluations obtained during the field test workshops.

An Overview of the Workshop Package

Both the Workshop Package for Elementary-Secondary Educators and the Workshop Package for Postsecondary Educators provide training session outlines and participant's materials for a fifteen-hour workshop sequence on Title IX and sex equity in education. Each package is organized according to five three-hour workshop sessions. Three of these sessions are termed "Generic Sessions"; they are designed to provide general information and experiences which are relevant to all participants attending the workshop. The other two sessions, called "Application Sessions," are designed to provide specialized information and experiences to persons of different professional roles and to enable participants to apply workshop experiences to their individual professional responsibilities. Each of the components of the Workshop Package corresponds to one three-hour workshop session; a component includes both a detailed step-by-step session outline for facilitators and the materials designed for participant use during the workshop sessions.

The sequence (and titles) of the workshop sessions for elementary-secondary educators is outlined below; there is a written component in the Workshop Package for Elementary-Secondary Educators which corresponds to (and bears the same title as) each of these workshop sessions.

Generic Session One: "The Context of Title IX"

Generic Session Two: "The Title IX Regulation and Grievance Process"

Application Sessions A and B: Two sequential application sessions focus on the responsibilities and roles of six different groups with regard to Title IX compliance and the attainment of sex equity in education. Application sessions focus on the following roles and responsibilities:

- The Administrator's Role

  Session A - "Ensuring Procedural Title IX Compliance: Establishing a Foundation for Sex Equity"

  Session B - "Monitoring Title IX Implementation"

- The Teacher's Role

  Session A - "Identifying and Overcoming Sex Bias in Classroom Management"

  Session B - "Identifying and Overcoming Bias in Instructional Materials"

- The Counselor's Role

  Session A - "Identifying and Overcoming Bias in Counseling and Counseling Programs"

  Session B - "Identifying and Overcoming Bias in Counseling Materials"

- The Vocational Educator's Role

  Session A - "Overcoming Sex Discrimination and Attaining Sex Equity in Vocational Education: The Social/Educational and Legal Context"

  Session B - "Overcoming Sex Discrimination and Attaining Sex Equity in Vocational Education: Recognizing and Combating Sex Bias and Planning for Action"

- The Physical Activity Specialist's Role

  Session A - "Achieving Sex Equity in Physical Education and Athletics: Legal Requirements and the Need for Change"

  Session B - "Achieving Sex Equity in Physical Education and Athletics: Analyzing and Planning for Action"

- The Community's Role

  Session A - "Building a Knowledge Base for Change"

  Session B - "Building Skills for Change"

Generic Session Three: "Planning for Change"

The objectives for Generic Session One include:

- to provide participants with an opportunity to assess their awareness of differential treatment of males and females in their schools and the impact of Title IX

- to provide participants with a review of the legal context of Title IX, an overview of Federal antidiscrimination laws, and the opportunity to assess their skills in identifying discrimination in schools

- to provide participants with an understanding of differential sex-role socialization as it is manifested in schools

- to encourage participants to identify goals for nonsexist education

The objectives for Generic Session Two include:

- to review with participants the requirements of the regulation to implement Title IX of the Education Amendments of 1972

- to provide participants an opportunity to assess their own understandings of Title IX requirements by sharing questions and answers with others

- to provide participants with an understanding of the significance of Title IX grievance procedures as a method for resolving complaints of sex discrimination and for monitoring Title IX compliance

- to provide participants with information regarding the structural components or characteristics of an effective grievance procedure and an opportunity to evaluate the structure of several sample grievance procedures

- to increase participants' understanding of and skills related to their own potential responsibilities for grievance problem solving

- to provide participants an opportunity to increase their skills in identifying Title IX violations and in formulating corrective or remedial actions appropriate to these violations through the analysis of sample Title IX grievances

The objectives for Generic Session Three include:

- to provide participants with an overview of some of the necessary conditions for change related to Title IX and sex equity in education and of the types of strategies available for planning and implementing change efforts in these areas

- to provide participants with a framework for diagnosing organizational change needs related to Title IX and sex equity and for designing action strategies which would be appropriate for meeting these needs

- to provide participants with an opportunity to develop preliminary plans for organizational change which could contribute to the full implementation of Title IX and achieving sex equity in their districts

- to increase participants' skills in developing action programs related to Title IX and sex equity for implementation in their own job functioning

Although the specific objectives of the Application Sessions vary according to the group for which the session is designed, all Application Sessions are generally designed to provide participants with the opportunity to:

- identify the implications of Title IX for their own job functions
- increase their skills for identifying and alleviating sex discrimination and for providing sex equity in their own job functions
- consider actions which can be taken in their own job functions to ensure Title IX compliance and increase sex equity in their education agencies and institutions

Although the content of the Package for Postsecondary Educators has been designed to address the unique needs of personnel of postsecondary education institutions, its organization and sequence parallel those of the Package for Elementary-Secondary Educators. The three Generic Sessions, although different in content, are the same in title and objectives as those for elementary-secondary educators. Application Sessions for postsecondary educators include: The Administrator's Role, The Counselor's Role, and The Teacher Educator's Role. (Application Sessions for faculty, for student services personnel, and for physical activity personnel have been developed in draft form and may be published in the future.)

Materials which supplement the basic components of the Workshop Package are also available. Two Participant's Notebooks, one for elementary-secondary educators and one for postsecondary educators, have been developed. These Notebooks contain all the worksheets used by participants during the three Generic Sessions; they also include substantial reference material which highlights or expands the content presented in these sessions, and an annotated listing of resources relating to Title IX and the achievement of sex equity in education. (Although the Generic Sessions may be implemented using only the participant's materials included with the session outlines, the reference material and resource listing included in the Participant's Notebooks make the use of these notebooks desirable wherever possible.)

A Final Context for the Workshop Package

Three major assumptions underlie the total Workshop Package, assumptions which should be kept in mind during its use:

- Title IX is one part of a total educational equity movement.

  Title IX is an evolutionary step in our nation's efforts to provide equity for all citizens. Our experience with years of attempting to eliminate race discrimination and bias in education provided the foundation for our understandings of sex discrimination and for the strategies and technology which may be used in its elimination.

  Anyone working to attain educational equity must remember the multiple ways that equity may be denied--on the basis of race; national origin; religion; cultural identity; sex; mental, emotional, or physical handicap; and social class--and work to ensure that the needs of all students are provided for.

- Our nation's concern for educational equity is a reflection of changes in our society; the achievement of educational equity is a crucial step in ensuring the survival of a viable society.

Our nation's concern for human and civil rights of various groups is rooted in the evolution of our society as it is affected by widespread social, economic, and technological change. Schools have the responsibility for preparing all students to participate in and to deal with these changes. Failure to achieve educational equity limits the potential attainments of our future society. Educational equity is not just a moral goal; it is a survival goal.

- The movement for educational equity is an important vehicle for educational reform.

Educators can be proud of the many accomplishments of our educational system. Despite these accomplishments, however, the changing nature of our society demands that we move on to greater achievement. Efforts to attain educational equity can contribute to implementation of many of the basic educational reforms which are needed. The greater individualization of instruction, the preparation of students for a variety of life roles, and the involvement of students in learning how to learn--these reforms are possible within the context of educational equity.

It is hoped that the Workshop Package and materials will assist its users in actualizing these assumptions and providing greater equity and higher quality education for all students.

HOW TO USE THESE MATERIALS

The following materials are one component of the multicomponent workshop package Implementing Title IX and Attaining Sex Equity. They provide resources and a step-by-step guide for implementing one three-hour workshop session, which is one session within the fifteen-hour workshop sequence outlined in the total Workshop Package.

The material in this session outline may be used in several ways:

- as the design and supporting material for a three-hour session which is presented as part of a 15-hour (two and one-half day) workshop on Implementing Title IX and Attaining Sex Equity
- as the design and supporting material for one of a series of five three-hour sessions utilizing the Workshop Package as a basis for a sequence of periodic seminars on Title IX and sex equity for education and/or community personnel
- as stimulus material for the adaptation and design of other activities or materials which can assist education personnel in achieving sex equity (e.g., information packets, self-instructional materials, etc.)
- as resources for teacher education programs
- as resources for training-of-trainers programs

Implementing Title IX and Attaining Sex Equity: A Workshop Package has been developed to facilitate its implementation by personnel with limited experience in workshop implementation and/or the subject matter which is relevant to consideration of sex equity. It is beyond the scope of this publication, however, to provide the background information on workshop design, implementation, and evaluation which would otherwise be desirable. Education personnel reviewing the package or considering use of any package component may nonetheless find it useful to review the following questions which should be considered with regard to use of this or any other training design.

1. Is the workshop session design appropriate for the purposes of groups for which it may be implemented?

The Workshop Package has been developed to address the needs of education personnel with a diversity of experience and familiarity with regard to Title IX and sex equity. The workshop package sequence begins with a consideration of the need and rationale for Title IX; it moves through a detailed review of the Title IX regulation and the Title IX grievance process; it proceeds to an examination of the application of the Title IX regulation and sex equity principles to the particular day-to-day job functions of various groups of education personnel; and it concludes with an overview of the change process and an opportunity for participant action planning related to Title IX compliance and the achievement of sex equity.

Workshop planners and training personnel should carefully review both the general objectives of each workshop session and the purposes of specific session activities (both are listed in the session outlines) in order to ensure their relevance and appropriateness to the particular needs of their intended workshop target group.

Similarly, workshop planners should also review the training methodology suggested in the outline for its suitability for situational needs. The processes or methods used in conducting any workshop should be selected for:

- their appropriateness to workshop objectives
- their appropriateness to the styles and skills of available workshop facilitators
- their provision of sufficient diversity to accommodate different participant learning styles

Because the objectives of the workshop package emphasize the delivery of cognitive information, it relies heavily on the use of lecturette and question-answer processes. The skills required of workshop session facilitators for the presentation of these activities are also less specialized than those which are required for the presentation of more affectively oriented activities.

All session outlines also involve the use of personal inventory and skills testing or skills practice activities performed by participants individually, as well as small group discussions and action-planning activities. These are included in order to:

- provide participants an opportunity to practice relevant skills and to receive immediate feedback
- provide participants an opportunity to share reactions and to develop small support groups
- accommodate the needs of participants for experiential learning activities
- increase the informality and variety of workshop activities

These procedures or methods suggested in the training design may be adapted to reflect a different emphasis in objectives or to reflect the different styles or skills of workshop session personnel. In considering the procedures or methods used in any workshop, it is useful to evaluate whether:

A) they provide a mixture of affective, cognitive, and experiential activities sufficient to accommodate the diversity of participants learning styles

B) they follow a logical progression from awareness building, to problem exploration, to skills assessment or development, through stimulation of the application of workshop information by participants in their relevant personal or professional activities

2. How much flexibility is desirable in implementing a session outline?

The session outline is intended as a guideline for the implementation of a training experience, not as a prescription that must be followed without deviation. The activities and sequence outlined in this session have been field-tested successfully with a variety of groups, but it should be recognized that no single design is appropriate for all situations. Facilitators should use the outline to assist them in meeting the needs of participants rather than as a constraint to necessary flexibility.

Flexibility is critical with regard to observance of the suggested timelines which have been provided in the session outline. These timelines tend to be highly concentrated. It will require most facilitators and groups to move at a brisk pace if all of the activities are to be completed in the time allowed. (Most of the sessions could benefit from an expansion of time allocated to each activity.) The timelines are general suggestions only; some groups of participants may need to spend more time on a single activity than is indicated in the outline and may be able to omit another activity, while others may find it impossible to move through the entire sequence of activities in the time available. The facilitator(s) must be sufficiently familiar with the training design and activities to determine the modifications which may be appropriate to a particular situation or group.

The primary guideline which should be observed in the implementation of the training activities is that care should be taken to meet the needs of the majority of the participant group. Facilitators should avoid modifications which may address the needs of only a few participants and attempt to meet the needs of individuals during break periods or after the workshop without detaining the entire group.

3. How can the workshop activities and sequence be adapted to fit shorter periods of time?

Although the session outlines were designed for implementation in three-hour periods, it is recognized that it may be necessary to modify the session for implementation in a shorter period of time. When this is necessary, the facilitator(s) should review the objectives of each suggested activity carefully before making a decision about which activities would be most appropriate. If this modification is necessary the facilitator(s) should consider the following:

A) Carefully review the sequence and the build-up activities provided in the session outline. Each session outline has been developed to include each of the following components:

- Needs assessment activity/exercise--Session outlines begin with an introductory activity which can involve the group in the session, allow individuals to express initial concerns and provide the facilitator with general information about the perceptions and experience of the group. This initial experience is a key method of judging the specific needs of the group and estimating the optimal pacing of the session activities.

- Cognitive activities--Each session outline includes a lecturette(s) to introduce new concepts and activities. These are designed to increase participants' understanding of particular problems related to sex equity and of the steps to be taken and the principles to be followed in achieving sex equity. The amount of information provided in a lecturette can be reduced if the group has had previous exposure to the concepts being presented. Even with experienced groups, however, it is useful to provide a summary of the key points included in the lecturette to ensure that all members of the group have a common frame of reference for subsequent activities.

- Experiential activities--Experiential activities provide an opportunity for participants to apply the concepts presented in cognitive activities to situations in educational practice. The purpose of this activity is to help participants assess for themselves the implications of the information presented for day-to-day activities.

- Skills practice activities--Each session outline includes a number of activities which are designed to give participants an opportunity to practice some of the skills which are necessary for the application of sex equity principles and to obtain immediate feedback regarding their efforts.

- Action-planning activities--Each session outline encourages participants to begin to identify specific steps which they or their education agency can take to promote full implementation of Title IX and/or to attain sex equity in their activities. These action-planning steps are crucial to the application of the information provided in the workshop package. They should not be eliminated and in fact, wherever possible, it would be desirable to expand the amount of time devoted to action planning. This is particularly relevant when participants work together in the same education agency.

In most cases, it is desirable to reduce the amount of time devoted to each of the various types of activities provided rather than to omit any of the major components of the session outline.

B) Provide participants with reading materials prior to the workshop session.

If the workshop time is limited, it may be possible to reduce the amount of time devoted to the workshop activities by providing participants with materials which can be read prior to the implementation of the workshop. If the facilitator believes that this is desirable, a summary of the information provided in lecturette or information sheet form may be distributed to participants prior to the workshop.

C) Reduce the amount of time spend on exercises and worksheets.

One way that the timelines for the session can be cut is to ask participants to consider only a limited number of cases or situations

presented in their worksheets, suggesting that others be completed some time after the workshop. (If this is done, the facilitator should make certain to explore those items selected for use in the group in sufficient detail to clarify for participants the basic principles reflected in the worksheet.) In all instances, the facilitator should emphasize ways which the participant materials may be used after the workshop.

4. What personnel are needed for the implementation of the session outline?

Although this session outline has been developed to facilitate its use by personnel of varying backgrounds, the selection of personnel to facilitate workshop activities is a critical factor in the implementation of any session. While the session outline may be implemented by a single facilitator, it is desirable to utilize a team of two or more facilitators. Use of a team has the following advantages:

- it increases the likelihood of ensuring both content expertise (knowledge of Title IX and sex equity principles in education, of the structure of education agencies, or Federal and state nondiscrimination laws, etc.) and process expertise (knowledge of group dynamics and skills in group processing and training) in the delivery of the session outline
- it makes it possible to demonstrate nondiscrimination by use of a training team on which both females and males and members of racial and ethnic minority groups are represented
- it makes it possible to increase the diversity of training styles and areas of expertise, and thus to accommodate the diverse learning styles and needs of workshop participants

If a facilitator team is utilized, it is important to designate one or two persons with responsibility for providing continuity and direction throughout all workshop activities. Persons with responsibility for workshop administration and for such tasks as participant registration, distribution of materials, and general problem solving should also be designated, particularly when the workshop involves a large number of people.

5. How should facilitators prepare for the implementation of the workshop session?

Effective implementation of the training session requires careful facilitator preparation. Facilitators should take ample time to do the following:

- thoroughly review the session outline and all participant materials
- prepare notecards outlining the sequence and the general directions for participants
- prepare their own outlines of the suggested lecturettes so that they may present the information provided in their own style (in no case should a facilitator read from the session outline during session implementation)

- identify points where information or activities could be omitted in the event that more time is needed in an earlier activity

If a team of facilitators is used, it is essential that the group meet together to:

- assign various responsibilities to the team members, making sure that each individual is clear about her/his role in appearing before the group, monitoring individual and small group work, preparing charts or materials, and working with other team members

- designate one person as the person responsible for providing continuity throughout the workshop and making decisions as to necessary adaptation of timelines

- discuss individual reactions to activities and ways that adaptations might be made if necessary

- consider the various styles represented in members of the team and the ways that the team might work together for maximum effectiveness

6. How should participants be involved in the workshop initially?

Considerations regarding the involvement of participants in the workshop event usually revolve around two issues: whether workshop participation should be voluntary or mandatory, and to what extent participants should be involved in the workshop planning process.

Determination of whether workshop participation should be voluntary or mandatory should be made in consideration of the workshop objectives, the job requirements of various staff groups, and other situational variables which may be relevant. The training design may be appropriately used whether participation is voluntary or mandatory. It is important to remember, however, that whether participants are notified of the obligation to attend or invited to participate, a clear and positive statement of workshop sponsorship, workshop purposes and objectives, and the time and location of the workshop can do much to establish a positive climate for the workshop and to alleviate uncertainties or anxieties experienced by participants. It is also important that participants are notified or invited in sufficient time to allow for personal planning or scheduling and for clarification of any questions regarding participation. It may also be useful to provide short preparatory reading material which can raise interest in or establish an initial context for the workshop.

Another method of establishing a positive workshop climate is to involve participants (or representatives of the workshop target groups) in workshop planning activities. This might be done through simple written or oral needs assessments which serve both to provide information about the felt needs of participants and to introduce participants to basic workshop issues. It might also be accomplished by simply keeping key participants informed of various stages of planning or decisionmaking, or by requesting the assistance of selected participants in obtaining workshop facilities, reproducing resource materials, introducing resource persons, etc.

The training design specifies no procedures for participant involvement prior to workshop implementation; workshop personnel should select procedures which are appropriate to the size, structure, and climate of their particular agencies or institutions.

7. What participant materials are needed to implement the session?

All materials which are required for participant use during a workshop session are attached to the session outline; these may be reproduced for distribution to session participants. Although the participant materials for each session are fairly extensive (and thus require some financial expenditure to reproduce in quantity), they are important to the successful implementation of the session because:

- they provide quick reference information for participants with little prior background
- they support and highlight the information provided by facilitators and allow participants to be actively involved in the training process
- they permit individual problem assessment and skills testing by participants related to session concerns
- they reinforce participants' workshop session experiences and provide participants a document for continuing on-the-job reference or use

(It should be noted that although all required participant materials are attached to the corresponding session outlines, a more comprehensive Participant Notebook has been developed and published as one component of the Workshop Package. This notebook includes not only all worksheets used during the three Generic Sessions, but also additional reference material and an extensive annotated listing of resources related to Title IX and sex equity. Ideally, each participant should receive a copy of this full Participant's Notebook and a copy of all worksheets for the Application Sessions which are appropriate to their role--e.g., adminstrator, counselor, etc.

8. What facilities, equipment, and resources are needed for implementation of the workshop?

The physical facilities provided for a workshop can make a significant difference in the difficulty or ease of its implementation. The workshop package requires a room sufficiently large to accommodate all participants for the generic sessions and small break-out rooms for each of the application group sessions provided. Moveable tables and chairs facilitate the creation of an informal environment and the implementation of small group activity. Attention should be given to ensuring that facilities are well lighted, at a comfortable temperature and well ventilated, and within access of rest-rooms. It is desirable to inspect facilities well in advance of the workshop to ensure that they will meet the needs of the workshop.

The equipment to be utilized in the session is specified in the training outline. Care should be taken to make arrangements well in advance of the workshops for the use of equipment to check just prior to the session to ensure that the equipment is available and in working order.

9. What guidelines should be observed by facilitators throughout the workshop?

Workshops dealing with sex equity often involve participants in a questioning of some of their earliest learnings and most basic beliefs and assumptions. Individuals dealing with these issues may have negative feelings about changing roles of males and females in our society and experience fear or anger about sex equity efforts in education. It is critical that workshop facilitators understand that these reactions are to be expected and how to handle them in positive ways. Some suggestions for dealing with possible resistance or rejection of the ideas covered in the workshop are outlined below.

Workshop facilitators should:

- Remember that change in knowledge, attitudes, and skills requires time and continued support. Each person must move through a process of exploring, understanding, and acting on new ideas before they can be accepted. Rejection of ideas presented in the workshop should not be interpreted as a personal rejection of the presenter.

- Work to provide continuing support to participants even when they are met by disagreement and/or resistance. Responses to be avoided by workshop personnel include:

  - Defensiveness--the expression through words or behaviors that a facilitator or resource person feels as if an attack has been made against her/his personal ability or adequacy. Workshop personnel should try to maintain an open attitude and deal with the ideas presented by the participant rather than the internal feelings that these ideas may create.

  - Rejection of the group--the categorization of an individual or group as "hopeless." One of the ways that facilitators may deal with persons who disagree is to reject them. It is important that workshop leaders maintain communications with all participants and continue to work through the feelings and ideas presented.

  - Future predictions--statements to an individual or the group such as "I'm sure you'll eventually see it my way." Although it is quite likely that many who reject ideas presented in workshops will change over a period of time, it is not helpful to dismiss the issues being considered by making future predictions.

  - Avoidance of the issues--dropping relevant controversial issues before they have been considered. Avoiding open consideration of possible implications of the Title IX regulation through a comment such as "There's really no need for major changes in most programs" does not contribute to participant learning or problem solving. Workshop facilitators should anticipate some of the controversial questions or concerns which are likely to be raised and be prepared to deal with them, if only by admitting uncertainty and a willingness to help participants obtain assistance from other sources.

- Overcontrol of the participant group--pressing the group ahead regardless of their present needs or ability to deal with some of the issues. Overscheduling a workshop agenda so that time is not available for clarification questions or for consideration of the implications of the information in small group discussion is one way to overcontrol the participant group. Workshop plans must include time to ensure that participants have the opportunity for initial exploration and evaluation of the information presented.

- Work to maintain a climate where participants' questions, feelings, and opinions can be expressed and considered. Maintain a nonjudmental approach toward the expression of feelings or opinions which differ from those being expressed in the workshop.

- Provide participants with concrete information and materials whenever possible. Much of the resistance to accepting change occurs when people do not understand the rationale for change and the specific steps that must be taken in implementing change. It is essential that participants be given opportunity to identify specific directions for change, to develop the necessary skills for change, and to receive support and assistance during this process.

OVERCOMING SEX DISTRIMINATION AND ATTAINING SEX EQUITY IN VOCATIONAL EDUCATION: THE SOCIAL/EDUCATIONAL AND LEGAL CONTEXTS

Outline For Application Session A
For Vocational Educators

Prepared for the
Title IX Equity Workshops Project
of the Council of Chief State School Officers

by the
Resource Center on Sex Roles in Education
National Foundation for the Improvement of Education

OVERCOMING SEX DISCRIMINATION
AND ATTAINING SEX EQUITY IN VOCATIONAL EDUCATION:
THE SOCIAL/EDUCATIONAL AND LEGAL CONTEXTS

APPLICATION SESSION A FOR VOCATIONAL EDUCATION PERSONNEL

Session Specifications

Session population: Administrators, counselors, and teachers from local vocational education programs

Session objectives: The objectives for Application Session A for Vocational Education Personnel are to provide participants with an opportunity to:

- assess their knowledge of women's and men's participation in the paid work force and in various vocational education programs
- review data regarding women's participation and status in the paid work force and female and male enrollments in vocational education programs
- consider the relationship between occupational sex segregation in the paid work force and sex segregation in vocational education enrollments
- assess their understanding of the provisions of the Title IX regulation as they relate to vocational education programs
- review the provisions of the Education Amendments of 1976 related to the overcoming of sex discrimination and sex bias in education
- assess their programs related to the implementation of Title IX and the provisions of the Education Amendments of 1976 regarding sex equity in vocational education
- consider some of the possible long-range results or outcomes of efforts to eliminate discrimination and attain sex equity in vocational education programs

Time required: Three hours

Materials needed:

For participant use:

- "Attaining Sex Equity in Vocational Education: An Introductory Assessment" --Vocational Education Worksheet 1 (attached to this session outline)
- "Female and Male Participation in the Work Force and in Vocational Training Programs: What Are the Facts?" and accompanying answer sheet, references, and fact sheet--Vocational Education Worksheets 2, 2A, 2B, and 2C (attached to this session outline)
- "Sex Discrimination/Sex Equity in Vocational Education: What Does the Law Say?" and accompanying answer sheet--Vocational Education Worksheets 3 and 3A (attached to this session outline)

- "The Education Amendments of 1976: A Summary of Provisions Related to Sex Equity in Vocational Education"--Vocational Education Information Sheet 4 (attached to this session outline)

- "The Education Amendments of 1976: Implications of the Sex Equity Provisions for Local Vocational Education Programs"--Vocational Education Worksheet 5 (attached to this session outline)

- "The Education Amendments of 1976: Implications of the Sex Equity Provisions for Local Vocational Education Programs"--Vocational Education Information Sheet 5A (attached to this session outline)

- "Assessing Sex Equity in Vocational Education"--Vocational Education Worksheets 6, 7, and 8 (attached to this session outline)

For workshop facilitator use:

- Four sheets of newsprint--headed "Examples," "Easy," "Difficult," and "Outcomes" (see section I of this outline)

- Four acetate transparencies: texts attached to this outline, transparencies provided by CCSSO project staff (see section II of this outline)

- Charts (on newsprint, acetate transparency, or chalkboard) of:

  - Objectives for Session A (see section I of this outline)

  - Women in the Paid Work Force (see section II of this outline)

Facilitators required: Although the session could be conducted by a single person, it is preferable in most cases to share responsibilities among several persons (male and female) who possess both subject matter expertise and process skills and who represent racial/ethnic diversity.

Facilitator preparation required:

The facilitator(s) should:

- review this total session outline and all participant materials

- review suggested lecturettes and comments and adapt them to accommodate unique group needs or facilitator style:

  - "Women and Men in the Paid Work Force" (see section II of this outline) (20 minutes)

  - discussion points related to transparencies 1-4 (see section II of this outline) (20 minutes)

  - "Review of the Provisions of the 1976 Education Amendments Relevant to Sex Equity in Vocational Education" (30 minutes)

- prepare charts and newsprint sheets as indicated above

Group size: Flexible

Facilities required: Meeting room to accommodate expected number of participants; moveable tables and chairs will facilitate small group work.

Equipment and supplies required: Overhead projector; newsprint, tape, and markers; pencils for each participant

Special note to facilitator: This Application Session was designed for vocational education administrators, counselors, and teachers on the assumption that representatives from all three groups will be attending the six-hour training session. That may not be the case. If representatives from only one or two groups attend, the workshop design is still appropriate. However, the facilitator will need to make adjustments throughout in groupings for activities and exercises used, deleting material specifically designed for the group(s) not represented. Thus, the facilitator should determine beforehand the job roles of the vocational educators who will be present in the session by checking registration forms. If that information is not included on the form, the facilitator should determine job roles of participants at the very beginning of the session and make any necessary adjustments.

OVERCOMING SEX DISCRIMINATION
AND ATTAINING SEX EQUITY IN VOCATIONAL EDUCATION:
THE SOCIAL/EDUCATIONAL AND LEGAL CONTEXTS

APPLICATION SESSION A FOR VOCATIONAL EDUCATION PERSONNEL

Session Agenda

I.	INTRODUCTION	TIME REQUIRED: 30 MINUTES
	A. Introduction to Sessions A and B	(7 minutes)
	B. Small group activity--"Attaining Sex Equity in Vocational Education: An Introductory Assessment"	(10 minutes)
	C. Total group processing	(13 minutes)
II.	THE SOCIAL/EDUCATIONAL CONTEXT OF EQUITY EFFORTS IN VOCATIONAL EDUCATION: FEMALES AND MALES IN THE WORK FORCE AND IN VOCATIONAL EDUCATION	TIME REQUIRED: 55 MINUTES
	A. Individual activity--"Female and Male Participation in the Work Force and in Vocational Training Programs: What Are the Facts?"	(5 minutes)
	B. Lecturette--"Women and Men in the Paid Work Force"	(20 minutes)
	C. Questions and answers	(10 minutes)
	D. Data presentation and structured discussion--"Sex Segregation in the Work Force and in Vocational Education: What are the Relationships?"	(20 minutes)
III.	BREAK	TIME REQUIRED: 10 MINUTES
IV.	THE LEGAL CONTEXT OF SEX EQUITY EFFORTS IN VOCATIONAL EDUCATION	TIME REQUIRED: 80 MINUTES
	A. Individual activity--"Title IX and the Education Amendments of 1976: What Does the Law Say?"	(5 minutes)
	B. Lecturette--"Review of the Provisions of the 1976 Education Amednemtns Relevant to Sex Equity in Vocational Education"	(30 minutes)
	C. Small group discussions--"Implications of the Amendments for Local Vocational Education Programs"	(30 minutes)
	D. Individual activity and total group processing--"Assessing Sex Equity in Vocational Education Programs"	(15 minutes)
V.	SUMMARY AND CLOSING	TIME REQUIRED: 5 MINUTES
		TOTAL TIME REQUIRED: 180 MINUTES

I. INTRODUCTION TIME REQUIRED: 30 MINUTES

(A) Introduction to Application Sessions A and B for Vocational Education Personnel (7 minutes)
(B) Small group activity--"Attaining Sex Equity in Vocational Education: An Introductory Assessment" (10 minutes)
(C) Total group processing (13 minutes)

Purposes of the activity:

The purposes of this activity are:

- to introduce the session facilitators
- to provide participants with an overview of Application Sessions A and B for Vocational Education Personnel
- to gather data on participants' experiences in implementing Title IX and achieving sex equity

Materials needed:

For participant use:

- "Attaining Sex Equity in Vocational Education: An Introductory Assessment"--Vocational Education Worksheet 1

For facilitator use:

- Chart (newsprint, chalkboard, or acetate transparency) listing objectives for Session A:

Objectives for Session A

- to assess our knowledge of women's and men's participation in the paid work force and in various vocational education programs
- to review data regarding women's participation and status in the paid work force and female and male enrollments in vocational education programs
- to consider the relationship between occupational sex segregation in the paid work force and sex segregation in vocational education enrollments
- to assess our understanding of the provisions of the Title IX regulation as they relate to vocational education programs
- to review the provisions of the Education Amendments of 1976 related to the overcoming of sex discrimination and sex bias in education
- to assess our progress related to the implementation of Title IX and the provisions of the Education Amendments of 1976 regarding sex equity in vocational education

- to consider some of the possible long-range results or outcomes of efforts to eliminate discrimination and attain sex equity in vocational education programs

- Four sheets of newsprint: one labeled "Examples," another labeled "Easy," the third labeled "Difficult," and the fourth labeled "Outcomes"

Facilitator preparation required:

The facilitator should:

- thoroughly review this total Session outline and all participant materials

- prepare chart and sheets of newsprint as indicated above

Procedure:

A. Introduction to Sessions A and B (7 minutes)

The facilitator should begin by determining that all participants are in the correct Application Session--that they are teachers, counselors, or administrators in vocational education programs, or that they have elected to focus on vocational education during the workshop. Next, the facilitator should describe the purpose and format of the Application Sessions by making the following points:

- These Applications Sessions are designed to provide participants with the opportunity to work with others in the field of vocational education. During these sessions, participants will be exploring issues related to the implementation of Title IX and the achievement of sex equity in local vocational education policies, programs, and practices.

- There will be two three-hour Applications Sessions conducted for vocational education personnel. These are sequential, not interchangeable. It is important that participants attend both pplication essions designed for their group.

At this time the facilitator should take a moment to introduce herself/himself and any other facilitators. She/he should discuss briefly past involvement with issues of Title IX/sex equity related to vocational education. Necessary housekeeping information--such as location of restrooms, availability of refreshments--should be provided, and participant materials should be distributed at this time.

The facilitator should then begin to establish a frame of reference for the Application Sessions A and B, by comments similar to the following:

"In the first two sessions of the workshop, we considered the legal and social/educational contexts for Title IX, and we reviewed some of the specific requirements of the regulation to implement Title IX. We worked to assess and refine our skills at envisioning various aspects of education as they might appear if they were free from discrimination and stereotyping, at identifying violations of Title IX requirments, and at formulating the kinds of actions which might be taken to correct discrimination and to remedy its effects.

"In these two Application Sessions for vocational education personnel, we will be focusing again on these areas, this time with the goal of extending and applying our earlier learnings to our own particular responsibilities as vocational educators. During the first session we will be considering:

- *the social/educational context of the concern for the elimination of sex discrimination and the achievement of sex equity in vocational education*

  Our responsibilities as vocational educators for the provision of nondiscriminatory and equitable educational services to students are particularly critical because of the nature of the services we provide. More than any other group of educators, we are directly responsible for providing our students with the skills they will need to survive as adults, skills which will prepare them to fulfill adult work roles within the paid labor force and in the home. Our efforts for the elimination of sex discrimination and the achievement of sex equity in vocational education have as potential outcomes not only increased equality of educational opportunity for individual students but also the more equitable distribution of access and benefits within the paid labor force and other societal institutions.

- *the legal context for the elimination of sex discrimination and the achievement of sex equity in vocational education*

  Like other educators, we are responsible for ensuring that our programs, policies, and procedures are in compliance with Title IX requirements for nondiscrimination on the basis of sex. Unlike other educators, we are also affected by the provisions of the Education Amendments of 1976 which have as one of their purposes the overcoming of sex discrimination and sex bias in vocational education programs. These Amendments not only mandate various programs related to this purpose (programs which may also assist us in implementing Title IX requirements), they also establish potential sources of support for our efforts in this area.

During the second session, we will be working to:

- *identify the particular ways in which sex discrimination and bias are manifest in vocational education programs*

- *identify action steps that we can take to eliminate sex discrimination and attain sex equity and develop initial action plans to implement some of these steps in our own programs."*

After completing such general introductory comments, the facilitator should then display the chart of objectives for Session A and review them with participants. This might be accomplished through comments such as the following:

"Before we move into the first activity of the session, let's take a moment to review our specific objectives for the first session. I've said generally that we would be considering the social/educational and legal contexts for the elimination of sex discrimination in vocational education. More specifically we will be:

- *checking our knowledge of women's and men's participation in the paid work force and in various vocational education programs*
- *reviewing data regarding women's participation and status in the paid work force and female and male enrollments in vocational education programs*
- *considering the relationship between occupational segregation in the paid work force and sex segregation in vocational education enrollments*
- *checking our understanding of the provisions of the Title IX regulation as they relate to vocational education programs*
- *reviewing the provisions of the Education Amendments of 1976 related to the overcoming of sex discrimination and sex bias in vocational education*
- *assessing our own progress related to the implementation of Title IX and the provisions of the Education Amendments related to sex equity in vocational education*
- *considering some of the possible long-range results or outcomes of efforts to eliminate sex discrimination and attain sex equity in vocational education programs*

"We will be accomplishing these objectives in a variety of ways. We will be working in individual assessment activities, in small discussion groups (sometimes in mixed groups of administrators, counselors, and teachers; sometimes in single-role groups composed of persons with the same professional role as our own), in total group discussions, and in several brief lecture situations."

Before moving into the next activity, the facilitator should provide time for participants to ask questions regarding the objectives for Session A or the general direction of the Application Sessions.

B. Small group activity--"Attaining Sex Equity in Vocational Education: An Introductory Assessment" (10 minutes)

The facilitator should introduce this first activity by explaining that it is a small group discussion activity designed to accomplish two purposes:

- to encourage participants to get acquainted with one another and to begin to share their own experiences and perceptions related to issues of nondiscrimination and sex equity in vocational education
- to permit the session facilitator(s) to gain information about the experiences and concerns of the participants which can enable her/him to address their needs during the session activities

Before beginning the actual activity, the facilitator may wish to ask for a show of hands in the total group as to how many participants are administrators, how many are teachers, how many are counselors, and how many have some other role in vocational education programs. If there are approximately equal numbers of persons from each of the three major groups, the facilitator should ask participants to form groups of three persons each, with one administrator, one teacher, and one counselor in each group. Where participants are not evenly distributed within these three roles (as is likely to be true in most cases), the facilitator should ask them to form groups of three, making sure when possible that there are at least two different roles represented in the group.

Once participants have formed small groups, the facilitator should ask them to make sure that they each have a copy of Worksheet 1, "Attaining Sex Equity in Vocational Education: An Introductory Assessment." She/he should ask participants to take a few moments to look over the questions individually, and then to discuss each question in their small groups. Participants should be reminded to introduce themselves to the others in the small group before discussing the worksheet. They should tell the group: (1) who they are, (2) where they're from, (3) what their responsibilities are in vocational education, and (4) why they are attending the workshop. The facilitator may also find it useful to read through the worksheet with the total group, providing any clarifying remarks necessary. She/he should remind participants to make note of their own and others' responses on the worksheet.

Participants should be provided approximately ten minutes for their small group discussions. During this time, the facilitator(s) should move from group to group in order to identify any issues which should be dealt with in processing this activity or in later session activities. (She/he should avoid being drawn into the group discussions during this observation.)

C. Total group processing (13 minutes)

After approximately ten minutes of small group discussion (or when facilitators feel that the discussions have dwindled or moved on to topics outside the scope of the activity) the facilitators should post the empty newsprint sheets headed "Examples," "Easy," "Difficult," and "Outcomes" and call the small groups together to discuss their responses to the questions.

If the facilitator feels that participants have had difficulty with the questions, she/he may wish to open the discussion with the first question on the worksheet, reviewing possible answers with participants while encouraging them to be as specific as possible in their comments. The facilitator may wish to remind participants of the discussion and activity related to vehicles of sex bias in education which were included in Generic Session One and to ask them for examples of each of the vehicles as they might be manifest in vocational education. After several items have been mentioned and recorded on the "Examples" newsprint, the facilitator should then ask participants how easy or difficult each of these is to overcome and why, and record the responses on the appropriate newsprint sheet.

If participants seem to have had no difficulty with the questions during the small group discussions, the facilitator may wish to move

directly into the "Easy" and "Difficult" discussion with the large group. In this case, the facilitator should help participants to examine similarities and differences in their responses--whether the "Difficult" responses share common elements, whether any responses appear on both the "Easy" and Difficult" lists, etc. Before beginning discussion of the final question on the worksheet, the facilitator should remind participants that they will be going over manifestations of sex bias and discrimination in vocational education and strategies for their elimination in some detail during Application Session B.

Participants may find the final question on the worksheet (the question regarding outcomes of the attainment of sex equity) difficult to understand or to respond to. Those who are uncertain of the issues involved may respond with such answers as "We'll be in compliance with the law," or they may even question whether the results of Title IX implementation may not be to force students into courses in which they are not interested. Others may focus on more immediate results such as reallocation of facilities or modification of curriculum. If some participants do not suggest that the important results of sex equity efforts in vocational education will be to decrease sex segregation in the paid work force, to prepare women for better paying jobs, and to free both women and men to develop a full range of abilities and skills which can help them to function both in the paid work force and in the home, the facilitator should gradually raise these points in order to provide a transition to the next activity. The facilitator should conclude the discussion by explaining to participants that during the remainder of Session A they should keep in mind the question of outcomes and results as they move through activities and information related to:

- the participation of women and men in the paid work force and in vocational education
- the legal requirements for nondiscrimination and sex equity in vocational education

Possible outcomes and results of sex equity efforts in vocational education will be suggested at various points in Session A.

The facilitator may find it useful to leave the newsprint sheets displayed for reference throughout the session. If the sheets are removed at some point, the facilitator should be sure to retain them for use by participants later in Application Session B.

II. THE SOCIAL/EDUCATIONAL CONTEXT OF EQUITY EFFORTS IN VOCATIONAL EDUCATION: FEMALES AND MALES IN THE WORK FORCE AND IN VOCATIONAL EDUCATION — TIME REQUIRED: 55 MINUTES

(A) Individual activity--"Females and Males in the Paid Work Force and in Vocational Education: What Are the Facts?" (5 minutes)
(B) Lecturette--"Women and Men in the Paid Work Force" (20 minutes)
(C) Questions and answers (10 minutes)
(D) Data presentation and structured discussion--"Sex Segregation in the Work Force and in Vocational Education: What are the Relationships?" (20 minutes)

Purposes of the activity:

The purposes of this activity are:

- to provide participants with an opportunity to assess their knowledge of patterns of female and male participation in the paid work force and in vocational education programs
- to review with participants data regarding the participation and status of females and males in the paid work force
- to provide participants an opportunity to consider relationships between occupational sex segregation in the paid work force and sex segregation in vocational education enrollment patterns

Materials needed:

For participant use:

- "Female and Male Participation in the Paid Work Force and in Vocational Education Programs: What are the Facts?"--Vocational Education Worksheet 2
- "Female and Male Participation in the Paid Work Force and in Vocational Education Programs: What Are the Facts?" (answer sheet, references, and fact sheets)--Vocational Education Worksheets 2A, 2B, and 2C

For facilitator use:

- Vocational Education Transparencies (text attached to this session outline) 1 - 4, overhead projector

Facilitator preparation required:

- thoroughly review this total session outline and all participant materials
- review suggested lecturette and adapt it to accommodate unique group needs and facilitator style
- review transparencies and prepare discussion points related to each
- ensure availability of transparencies and projector

- prepare chart on "Women in the Paid Work Force"

Women in the Paid Work Force

Women's Participation in the Paid Work Force

- Women are entering the paid work force at ever increasing rates.
- Increasing rates of entry into the paid work force are characteristic of all groups of women, regardless of
  - race or ethnicity
  - age
  - marital status
  - maternal status
- The number of years that the average woman can expect to be in the paid work force is increasing.

Women's Status in the Paid Work Force

- Women workers tend to be concentrated in a limited number of low-paying "women's" occupations.
- Women earn less than men earn when they are employed in the same occupational categories.
- Women in the paid work force are more likely than men to be unemployed.
- Two-thirds of women in the paid work force work outside the home due to economic need.

Minority Women in the Paid Work Force

- Minority women have historically had higher rates of participation in the paid work force than white women.
- The current rates of work force participation by minority women vary among different racial-ethnic groups.
- Minority women with children are more likely to work for pay outside the home than are nonminority women.
- Minority women tend to be concentrated in the lowest paying occupations in our society.
- Minority women have the lowest average incomes of all workers.
- Minority women have the highest unemployment rates of any group in the paid work force.
- Minority women are more likely than white women to be in the paid work force as a result of economic need.

A. Individual activity--"Females and Males in the Paid Work Force and in Vocational Education: What Are the Facts?" (5 minutes)

The activities in Section II are designed to involve participants in the consideration of the social/educational context of efforts to eliminate sex discrimination and to attain sex equity in vocational education. The section begins with an individual activity during which participants check their knowledge of the facts regarding female and male participation in the paid work force and in vocational education; it moves through a lecturette which presents data regarding women's and men's work force participation, against which participants can consider their responses to the individual quiz; and it concludes with a data presentation and structured discussion during which participants assess possible relationships between data regarding occupational sex segregation in the paid work force and data regarding female and male enrollments in various vocational education programs.

The section and the opening individual activity may be introduced with comments similar to those suggested below. (The facilitator should adapt this lead-in so that it follows from the total group discussion which concluded the preceding activity.)

Suggested comments:

"We have begun to consider possible results or outcomes of efforts to eliminate sex discrimination and to achieve sex equity in vocational education in the first worksheet and in our group discussion. Because most of us are so absorbed in our day-to-day responsibilities of delivering skills to our students or of implementing specific programs in our own particular institutions, it is often difficult for us to keep in mind the long-range outcomes of our efforts or of vocational education programs in general. When we think of outcomes, we tend to think of particular students and their achievements, or of maintaining funding levels for our programs. These are indeed important outcomes. If we are to comprehend fully the significance of efforts to eliminate sex discrimination in our own programs, however, we must consider these programs in their larger context--the way our vocational education programs and others across the nation affect students' participation in the world of work and in society at large.

"Because vocational education programs function as a direct link between education and the world of work, any change in one will necessitate or result in a change in the other. In the first Generic Session of the workshop, we identified women's increasing participation in the paid work force as one of the social changes to which our education institutions must respond. As vocational educators we're particularly affected by this change, and particularly responsibile for meeting the needs which it creates for both women and men. As vocational educators, we need to consider the outcomes or results of our efforts to eliminate sex discrimination and to provide equity in our programs in terms of the effects they may have upon patterns of women's and men's participation in the paid work force and in other social institutions.

"Before we think further about the changes which may result from our efforts for nondiscrimination and equity, it is useful to review what we know about present patterns of work force participation by females and males, and what we know about the participation of females and males in vocational education programs. In a few moments, we will review some of the recent data in these areas; before we do, we would like to give you a chance to assess your knowledge. If each of us is to evaluate and respond effectively to pressures for change, we will need to make certain that we understand the present situation, that our image of the present is consistent with the reality. (As you will hear in a few moments, changes are occurring so rapidly that even the Department of Labor is constantly revising its predictions.)

"In your materials, each of you should have a copy of Worksheet 2, Females and Males in the Paid Work Force and in Vocational Education: What Are the Facts? This worksheet will help you to evaluate the accuracy of your information in these areas. You'll note that you are asked to read each statement and to select the alternative which you believe best supplies the missing information. Please work individually for about five minutes; if you finish early, you may wish to review your answers."

When participants have completed their worksheets, the facilitator should indicate that the answers to the questions will be covered during the lecturette to follow; she/he should ask participants to listen for the correct answers during the lecturette and to hold discussion of any of them until after the lecturette has been completed. She/he may find it useful to obtain from the group a general indication of how certain or uncertain participants feel about their answers.

B. Lecturette--"Women and Men in the Paid Work Force" (20 minutes)

The purpose of this lecturette is to review with participants some basic data regarding the participation of women in the paid work force and their status relative to that of male workers. It is designed to place the information provided in Worksheet 2 in a context which should help participants to determine the significance of this information for their own professional responsibilities.

Before beginning the lecturette, the facilitator should prepare to display the chart on "Women in the Paid Work Force." If the chart is presented by means of a transparency and overhead projector, the facilitator should mask the transparency with an opaque sheet and reveal each statement only as it is covered in the lecturette. If the chart is presented on newsprint, the facilitator may fold the bottom of the sheet upward and tape it lightly to cover those statements which have not yet been introduced. In either case the facilitator should begin with only the first statement visible, and expose others to view at the appropriate points in the lecturette. (The facilitator should note that the suggested lecturette provided below includes statistical information to support each point. The information provided is detailed; the facilitator may use it selectively, abridging or emphasizing certain points according to the apparent needs of the group.)

Suggested lecturette:

"We would like now to consider the issues raised in your worksheet in greater detail. We are going to review some of the basic data which describe women's present participation in the paid work force and their status in relation to that of male workers. This review should serve three major purposes:

- it should enable us to understand some of the social conditions which have given rise to concern for the elimination of sex discrimination and the achievement of sex equity in vocational education

- it should help us to understand the needs of our students, female and male, for vocational education which can enable them to participate effectively in the work force as it exists today and is likely to exist in the future

- it should help us to identify the baseline conditions from which we may evaluate some of the long-range results or outcomes of our efforts to eliminate discrimination and bias and to achieve sex equity in our programs

"We will look first at a number of generalizations regarding the participation and status of women in general, and second at some of the particular information regarding women from racial-ethnic minority groups.

"We will be reviewing a lot of information in a very short time. Listen for the major points; don't worry about making note of all the figures. We will be following the major points on the chart you see displayed. Each of you will receive a fact sheet summarizing the data after the lecturette is completed.

Women's Participation in the Paid Work Force

- Women are entering the paid work force at steadily increasing rates.

"Since the turn of the century, women have been entering the paid work force at steadily increasing rates and this trend is expected to continue. In 1900 women constituted only 20 percent of the paid work force in this country; by 1940 this figure was 29 percent. By 1960, women made up 33 percent of the paid labor force; by 1970 this figure had climbed to 38 percent.[1] Today, 41 percent of the paid labor force in the U.S. is female. It is interesting to note that the U.S. Department of Labor forecasts made as recently as three years ago did not predict that this 41 percent figure would be reached until 1985.[2]

"If women's entry into the paid work force continues to increase at its present rate, women will comprise 50 percent of the paid work force by the turn of the century, if not before.[3] As we mentioned during the first Generic Session, Eli Ginsberg, Chair of the National Commission of Manpower Policy, has stated that the entry by women into the paid labor force is 'the single most outstanding phenomenon of our century,' a phenomenon which has 'long term implications which are absolutely unchartable.'[4]

"Increasing rates of entry into the paid work force are characteristic of all groups of women in our society, regardless of:

Racial or ethnic group membership--Women of all racial-ethnic groups on which data are available (white, Black, Hispanic, Asian, and Native Americans) are entering the paid work force at increasing rates.[5] (There are, however, historical and contemporary differences regarding the participation of women of these groups in the paid labor force. We will review some of these differences when we consider the special issues related to minority women.)

Age--Fifty four percent of all women between 18 and 64 years of age are in the paid work force. In every age group between ages 18 and 54, at least 56 percent of all women are in the paid labor force. Only after the age of 55 does women's labor force participation drop below 50 percent. For all groups of women age 16 through 54, labor force participation rates have been consistently increasing.[6]

Marital status--Three-fifths of all women who are in the paid work force are married and living with their husbands; more than one-fifth have never been married; and nearly one-fifth are widowed, divorced, or separated from their husbands.[7] According to a recent Department of Labor survey, both husbands and wives are working in nearly half (47.1 percent) of the Nation's marriages. The survey concludes that 'the concept of a family where the husband is the only breadwinner and the wife is a homemaker out of the labor force. . . does not represent the typical American family of the middle 1970's.'[8]

Maternal status--Although the presence or absence of children in the home does affect a woman's participation in the paid labor force, more and more mothers are working for pay outside the home. The number of working mothers has tripled since 1950. There were 14 million women with children under 18 in the paid work force in 1975. This figure represents 47 percent of all women with children under 18, and it reflects an increase of 4.5 million since 1965.[9] Although mothers of children under 6 years of age have the lowest labor force participation rate of any group of mothers, their participation is also increasing at a faster rate than any other group. Today, 39 percent of all mothers with children under 6 are in the paid work force.[10]

- The number of years that the average woman can expect to participate in the paid work force is increasing.

"The average young woman today can anticipate 22.9 years of paid employment. If she remains single, she will work for pay outside her home for 40 years; if she marries but has no children, she will work for 30 years. The average young woman who has children can expect to work for between 15 and 25 years, depending on the number of children that she has.[11]

Women's Status in the Paid Work Force

- Women tend to be concentrated in a limited number of "women's occupations," most of which tend to be lower paying than those occupations in which males predominate.

"Nearly 70 percent of all women working for pay are employed in three occupational groups: clerical occupations (which employ 35 percent of all women workers), service occupations (which employ 18 percent), and professional and technical occupations (which employ 15 percent). In contrast, only 50 percent of the men in the paid labor force are employed in the three occupational categories which employ the largest numbers of men: skilled crafts (in which 21 percent of all male workers are employed), professional and technical occupations (which employ 14 percent), and managerial occupations (which employ 14 percent.[12]

"The occupations in which women predominate typically pay lower wages than those in which men predominate. Let us look again at the three occupational categories which employ the largest numbers of men and women, and at the average yearly income which females and males employed in these occupations can expect.

"Women employed in clerical occupations earned an average of $6,827 in 1974. Women working as service workers earned an average of $5,046 in 1974, and women employed in professional and technical occupations earned an average of $9,570 in this same year.

"Men employed as skilled crafts workers had an average yearly income of $12,028 in 1974. Men working in professional and technical occupations in this same year earned an average of $14,873 while men employed as managers earned an average of $15,425.[13] When we consider all groups of workers together, we find that for every dollar earned by male workers, females workers earn 57¢.

"One explanation frequently offered for the differences in pay between these occupational categories is that different amounts of educational preparation are required for each. It is important to note, however, that in 1974, the median income earned by women workers with four years of college was less than the median income of men who had completed eight years of elementary school.[14]

"Another explanation offered for income differences is that women in the labor force are more likely than men to be employed on a part-time basis. However, when only year-round full-time workers are considered, the median income of females in 1974 was $6,772, while the median income of males was $11,835.[15]

- Women earn less than men even when they are employed in the same occupational categories.

"The disparities between the earnings of women and men employed in the same occupational groups are illustrated in Transparency 1."

The facilitator should display the transparency at this point, perhaps reading to participants selected figures from the far right column if visibility is difficult.

"You will note that the disparity is least for nonfarm laborers, where men's earnings exceeded women's by only 38.3 percent in 1974. The disparity is greatest for sales workers, where the average earnings of men exceeded those of women by 142.3 percent. Such differences may be explained by two factors:

- Even when males and females are employed in the same occupational categories, considerable sex segregation exists in the jobs within those categories. For example, female sales workers predominate in retail sales jobs, while males predominate in the higher paying industrial and wholesale areas.

- Women workers are paid less than male workers for performing the same job.

- Women in the paid labor force are more likely than males to be unemployed.

"In 1975 the unemployment rate for women was 9.3 percent; for males the figure was 7.9 percent.[16]

"Two-thirds of the women who work outside the home do so out of economic need. Seven out of every ten women workers (68 percent) support themselves or their families, or they supplement their husband's low income. Forty-two percent of all women workers have no husband present. Of the married women workers with a husband present, twenty-six percent are supplementing husband's incomes which are below $9,999.[17]

"Of particular concern in this category are the women who head families. Today, one out of every eight families in the U.S. is headed by a female.[18] According to one recent prediction, four out of ten young women now in high school will become heads of families; they will be the sole support of themselves and their children.[19]

Minority Women in the Paid Work Force

"The generalizations and figures we've just reviewed are based on information regarding all women in the paid work force in this country. It is important that we remember, however, that both the historical and contemporary experiences of women in the paid work force differ according to their racial-ethnic background.

"It is also important that we recognize that the minority woman faces a double bind in the job market--she is both a member of a racial-ethnic minority group and a female. Most of us today are familiar with information regarding the concentration of minority workers in lower paying positions, the higher unemployment rates of minority workers, etc. Many of us may not realize the extent to which the minority female worker is affected by both her sex and her racial-ethnic minority status.

- In the past, minority women have had much higher rates of participation in the paid work force than white women.

"Although the 1975 labor force participation rate of minority women was only slightly higher than that of nonminority women (56 percent of all minority women between ages 18 and 64 were in the paid labor force, as compared to 54 percent of all nonminority women in this age group), minority females have had much higher participation rates than nonminority females in the past.[20] In 1948, the representation of minority women in the paid work force was about half again as high as the representation of nonminority females.[21] Black women have the longest history of work force participation of any group of women. The 1890 census showed an employment rate for Black women more than twice the rate of white women.[22]

- *The current rates of labor force participation by minority women vary among different racial-ethnic groups.*

Black women: In 1974 Black women accounted for 11 percent of the total population of women in the U. S. and for 13 percent of all women in the paid work force. Today, the labor force participation rates of Black women exceed those of white women in all age groups above 25 years. (Although Black women, like women of all racial-ethnic groups, are entering the paid work force at increasing rates, the increase for them is less dramatic as a result of their high participation rates in the past.)23

Hispanic women: In 1972 the work force participation rates for Hispanic women were below those of both Black and white women. Work force participation rates differ, however, within the various Hispanic groups. The work force participation rates of Cuban women are slightly higher than those of either Black or white women, while those of Mexican American and Puerto Rican women were lower than those of either Black or white women. 24

Asian American women: Japanese, Chinese, and Pilipino women are entering the paid work force at rapid rates. A majority of Asian American families today have two wage earners. 25

Native American women: According to 1970 census data, 35 percent of all American Indian women are in the paid labor force, as are 29 percent of all Aleut and Eskimo women. 26

- *Minority women with children are more likely to work for pay outside the home than nonminority women with children.*

"Sixty-one percent of minority women with children ages 6 to 17 years were in the paid work force in 1974, as compared with 53 percent of non-minority women in this category. Fifty-two percent of minority women with children under 6 were employed, as compared to 34 percent of comparable non-minority women." 27

- *Minority women tend to be concentrated in the lower paying occupations in our society.*

"Minority women are less likely than white women to hold white collar jobs and more likely to be in either service or blue collar jobs. The proportion of minority women employed in clerical work is increasing over time, however, while the proportion employed in private household work is declining." 28

- *Minority women have the lowest average incomes of all workers.*

"In 1973, the average yearly income of white males and females and minority males and females employed in a full-time year-round basis was as follows: 29

white males	$11,633
minority males	8,363
white females	6,544
minority females	5,772

It is interesting to note that when education is held constant, the income differential between minority and nonminority women workers is eliminated.[30]

- *Minority females have the highest unemployment rate of any group in the paid work force.*

"In 1974, unemployment rates by race and sex were as follows:[31]

white males	*7.2 percent*
white females	*8.6 percent*
minority males	*13.7 percent*
minority females	*14.0 percent*

- *Minority women are more likely than white women to be in the paid work force as a result of economic need.*

"Of the more than 2 million minority women in the paid work force, almost two-thirds (63 percent) have husbands with incomes of less than $10,000 a year. (For white women in the labor force, the comparable figure is 43 percent.)[32] *Nearly one in three minority families is headed by a woman, who is the sole support of herself and her family."*[33]

C. Questions and answers (10 minutes)

After presenting the data outlined above, the facilitator should provide participants an opportunity to ask questions on the data presented to this point. She/he should use this time in order to clarify information provided in the lecturette as needs are identified by participants, and to assist participants in considering:

- some of the questions frequently asked to "explain" differential work force participation patterns by women and men
- the implications of the data presented in the lecturette for vocational educators and students

If the participants do not ask questions regarding explanations for the data presented, the facilitator may wish to pose several such questions for discussion by the total group, or to present several of these questions and appropriate answers in modified lecturette form. (Because of the length of the preceding lecturette, the facilitator should make every effort to keep the group as actively involved in a question/answer process as possible.) In most groups a discussion of such questions can help participants to articulate whatever reservations they may have regarding the data presented and it serves to model responses that participants may find useful in discussing the issues with colleagues and/or students. Several sample questions and responses of this sort are outlined below.

Sample questions and answers:

- "Is there really any problem? Don't women have it better today than they've ever had it?

"During the past few years we've seen many examples of 'firsts' for women--the first women commercial pilots, the first women coal miners, the first policewomen, etc. Women are breaking barriers and moving into new occupations. Some people see these firsts and generalize that women's position in the paid labor force has improved. Although some women have been able to improve their situations in the paid labor force, this is not true when we consider the majority of women workers.

"The differential between the median income of women workers as compared to male workers continues to increase. In 1956, the median income of all women workers was 63 percent of that of men; in 1974, women's median income was only 57 percent of that of men.[34]

"Although large numbers of women have entered the paid labor force, they have generally entered lower paying jobs. For example, the percentage of clerical workers who are female rose from 53.9 percent in 1940 to 77.2 percent in 1974. The percentage of service workers who are women rose from 38.4 percent to 63.5 percent over the same period of time.[35]

"In some occupational areas, women's entry into areas nontraditional for their sex shows growth. For example, during the sixties the percentage of machinists who are female rose from 1.3 to 3.1 percent.[36] Although the rate of growth is encouraging, the actual numbers of women in such occupations are so small that it is too early to draw any conclusions about the improved economic status of women. Between 1959 and 1974, for example, the percentage of women employed in crafts occupations rose only from 1.0 to 1.4 percent. Although this rise has made a difference for individual women, its effect on the total pattern of women's work force participation has been small.[37]

- "Don't women have higher absenteeism and job turnover rates than men?

"The belief that female workers are absent from work more often than male workers is not supported by data. In 1970 the average female was absent from work for 5.3 days; the average male was absent 5.4 days.[38] Female workers are more likely to be absent from work than male workers for acute illness, whereas male workers are absent more frequently than female workers for chronic illness.

"The belief that women workers have higher job turnover rates than male workers is likewise not supported by data. The overall job turnover rate of women appears to be a function of the fact that more women than men are employed in low pay, low responsibility jobs for which they are overeducated. When occupational level and income are held constant, female workers do not change jobs significantly more often than male workers.[39]

- "Don't women hold the jobs they do because neither men nor women want to work for women bosses?

"All of us are more comfortable in situations with which we are familiar. Because we are used to seeing men in 'men's jobs' and women in 'women's jobs' we become uneasy when we think of modifications of this pattern. Sex segregated patterns of work force participation thus become self-perpetuating. Studies seem to indicate, however, that once we have had experience working with someone in a job which is not traditional for that person's sex, our negative feelings are alleviated.

"According to one study, three-fourths of female and male respondents who had worked for women managers evaluted them favorably.[40] Another study indicated that in firms hiring female executives, eight percent rated their performance as better than their male predecessors; 42 percent the same as their male precedessors; 50 percent as adequate; while none rated their performance as unsatisfactory.[41] Generally, those persons who complain about working for a woman have never had that experience.

- "Can't the different jobs held by women and men be explained by basic ability differences?

"As we mentioned in Generic Session One, although some differences exist between the average female and the average male in specific intellectual abilities (females, on the average, exceed males in verbal ability, while males, on the average, exceed females in visual-spatial ability) these differences are not so great or so consistently distributed as to make certain occupations more appropriate for one sex than for the other.[42] Similarly, although men as a group predominate in physical strength, there are many females who are stronger than many males and who are therefore capable of performing jobs requiring physical strength. In any case, technology continues to reduce the number of occupations in which physical exertion is required.

"Studies investigating possible sex differences in vocational aptitudes have similarly failed to document consistent differences of practical significance. One study found no sex differences in 14 of the 20 aptitude and knowledge areas examined; men excelled in two and women excelled in four.[43] Findings of another study indicated no sex differences in two out of seven aptitude areas, sex differences favoring males in one area, and sex differences favoring females in the other four.[44]

- "What about differences in education? How do they relate to the different job patterns of men and women?

"Generally speaking, female and male workers are approximately equal in the total number of years of school which they have completed. In 1974, the median years of school completed by sex and race were:[45]

white females	12.5
white males	12.5
minority females	12.3
minority males	12.1

It is important to note here that minority persons complete fewer years of total education than do white, and that minority males complete fewer years than do minority females.

"We also know that even when education is held constant (when we compare workers with comparable levels of educational achievement) differences remain in the incomes of the average female and male worker. (In fact, the degree of difference increases as the educational level examined increased.) [46]

"We need to look further than just these very general data however. Even though women and men do complete generally comparable numbers of years of education, we need to examine the types of courses and programs in which they are enrolled if we are going to understand the relationships between their education and their work force participation. We'll be discussing data regarding female and male enrollments in vocational education in the next activity."

Before moving into the structured discussion activity regarding relationships between sex segregation in the work force and in vocational education, the facilitator should help participants to consider the significance of the data presented so far to their functioning as vocational educators. She/he should raise the following questions with the group:

What are the implications of these data for vocational educators?

What are the implications of these data for the lives of men? How does this affect vocational education programs?

To what extent do you think that vocational education students are aware of these data?

What kinds of things can you do to ensure that female and male students have a realistic assessment of the nature of women's participation and status in the paid labor force?

Some of the points which should emerge from this discussion include:

- The traditional concept that vocational education should prepare females for work inside the home and males for work outside the home is neither realistic nor applicable to the needs of female or male students. Female and male students need skills which can prepare them for meaningful work outside tne home and inside the home, skills which may be provided through vocational education programs.

- Because women are increasingly supporting themselves and their families, it is a matter of economic necessity that they be provided opportunities to train and to qualify for the higher paying jobs now held predominantly by men.

- As women have moved into the paid labor force, males have assumed greater responsibilities for home and child care. In addition, males have also gained advantages from women's greater economic independence and contributions. For some males women's increased economic contributions have made it possible to select or move to careers that once would have been considered "risky" for a male who needed to provide economic support for the family. There is also some evidence that sex stereotypes are breaking down as men move into positions traditionally considered to be feminine such as working with young children, airline attendants, clerical jobs, etc.

- Studies indicate that secondary school students have comparatively little awareness of the extent of sex segregation in the paid labor force and/or women's secondary status in the labor force. Vocational educators have the responsibility to ensure that they have examined the facts regarding women's participation in the paid work force and that they assist their students in examining these facts and their implications for their own education and careers.

D. Data presentation and structured discussion--"Sex Segregation in the Work Force and in Vocational Education: What Are the Relationships?" (20 minutes)

The purpose of this activity is to provide participants an opportunity to consider the relationships between the sex-segregated patterns of work force participation discussed in the preceding lecturette and sex-segregated patterns of enrollment in vocational education. This is to be accomplished through the presentation of summary data regarding these patterns and a discussion of these data in the total group.

Presentation of the data may be facilitated by the use of an overhead projector and acetate transparencies. If these are unavailable, the facilitator may place the data which appear on the texts of the transparencies on newsprint charts. Whatever the method of presentation used, the facilitator should have on hand all necessary equipment and transparencies/charts before beginning the activity.

The activity might be introduced with comments similar to the following:

"Now we would like to explore the relationships between the occupational patterns of women and men and their education experiences in more detail. We are going to look at several charts regarding the participation of women and men in various occupations and vocational education programs. Each of you should look at the information presented and consider its significance for vocational education programs."

After such general introductory comments, the facilitator should then display Transparency 2. Transparency 2 is composed of two charts: the first shows the distribution of women and men across the major occupational groups, the second shows the distribution of females and males across the major vocational education program areas.

The facilitator should encourage discussion of the data on the transparency by asking the group such questions as:

- which occupations are most sex segregated?
- which occupations are least sex segregated?
- Which vocational education enrollments are most sex segregated?
- which vocational education enrollments are least sex segregated?
- What, in your opinion, are the relationships between these two sets of data?

The facilitator should explain to the group that different bases should be used in considering the two tables. Because the numbers of males and females entering any vocational education program is potentially equal, a balanced representation of female and male students would be 50 percent female and 50 percent male. Because females represent 41.1 percent of the paid labor force, a balanced representation would be approximately 60 percent male, 40 percent female. Participants should keep these bases in mind when drawing conclusions about female and male representation.

Some of the points which should emerge from the discussion are:

- Males are: 79.2 percent of all managerial/administrative workers, 95.2 percent of all craft and kindred workers, 68.8 percent of all operatives, 83.8 percent of the farm workers, and 90.7 percent of the nonfarm laborers.

  In vocational education males are the majority of the enrollees in agricultural programs (88.7 percent), technical programs (88.7 percent), and trade and industrial programs (87.3 percent). Training in these three areas leads directly to employment in occupations in which men predominate.

- Women are: 78.2 percent of all clerical and 61.5 percent of all service workers. In vocational education programs females predominate in consumer and homemaking programs (83.2 percent), occupational home economics programs (84.7 percent), health occupations (78.7 percent), and office occupations (75.1 percent). Again, training in these areas leads to employment in the clerical and service occupations in which women predominate.

- Only as sales workers and professional and technical workers are women represented in proportion to their total representation in the paid labor force (42.9 percent and 42 percent, respectively). The only vocational education area which is not segregated is distributive education which has an enrollment which is 48.0 percent female and 52.0 percent male.

- Even though it may appear that sales and professional occupations are not sex segregated, we must examine the data in greater detail. Although women are proportionately represented in both general categories, it is important to recall the differential earnings of female and male workers in these groups as presented in the first transparency. This suggests that segregation of female workers and male workers exists <u>within</u> occupational categories.

In the professional occupational category, for example, we know that two out of every five women are employed as elementary-secondary school teachers. In the sales category, women are concentrated in the retail sales occupations, while men are concentrated in the higher paying wholesale positions.

- The full extent of sex segregation in vocational education programs is not reflected in the figures on the transparency. Data on the 1972 female/male enrollments in the 136 instructional categories within the various major programs indicated that:

  - 71 percent (97 categories) had enrollments of at least 75 percent one sex or the other

  - almost half (66 categories) had enrollments that were over 90 percent one sex or the other

  Although these figures may have changed somewhat since 1972, available data indicate that this overall pattern of sex segregation has persisted. Such sex segregation within vocational education program areas contributes to sex-segregated patterns within occupational areas.

The facilitator should clarify any questions which participants may have regarding these points and then present Transparency 3 on the ten major occupations employing females and males in 1976. (This list may also be presented on newsprint or chalkboard.)

The following comments would be appropriate for introducing this data:

"Let's look now at another set of data regarding the distribution of females and males in the work force. Here we have the ten major occupations employing the greatest number of females and males in 1976. Approximately two-fifths of all women workers are employed in these ten occupations while only one-fifth of all men work in the occupations presented in the Table. This demonstrates that female workers are much more concentrated in a few occupational categories than are male workers."

The facilitator should then ask the participants:

"Which of the ten occupations listed for each sex can be entered through vocational education programs?"

Of these 20 occupational areas only two,--teaching for women and engineering for men--can not be entered through vocational education programs. Vocational education programs exist for the other 18 areas although individuals may also enter many of these areas through other routes. The facilitator should then ask group members:

"What is the significance of this data for vocational educators?"

The answer that should emerge is that vocational education personnel are in an advantageous position for reducing/eliminating sex bias and

stereotyping in the world of work if they succeed in reducing/eliminating sex bias and discrimination in their own training programs.

After pausing momentarily for any further questions or comments, the facilitator should place Transparency 4 on the overhead projector. This lists vocational education enrollments by sex for the years 1969 and 1976.

The facilitator should introduce this transparency with comments such as the following:

"The last set of data that we're going to examine concerns female and male enrollments in vocational education programs in 1969 and 1976. Take a moment to look over these figures and see what conclusions you draw."

The following points should emerge in the discussion:

- Female enrollments are increasing in agriculture, and to a lesser degree in technical and trade and industry programs. More males are entering health, consumer and homemaking, occupational home economics, and office occupation programs than were true in 1969.

- Enrollments in programs which are nontraditional for their sex are increasing at a faster rate for males than for females.

This last point will undoubtedly raise the question of why males are entering traditionally female areas more rapidly than females are entering traditionally male areas. Several possible reasons are as follows:

- Returning Vietnam veterans, unable to find work, have pursued training related to their service experience such as health and office occupations.

- The health field has opened up new programs, such as emergency medical and rescue, and encouraged males to enroll.

- Some states have passed laws or regulations which require male students to complete a unit in consumer and homemaking skills either as a single course, or as part of a practical arts core curriculum.

- For males who are unemployed or unemployable in traditional "male" areas, traditional "female" occupations offer new opportunities, even though these may be seen as a step "down" from traditional male jobs. For females, however, movement into nontraditional areas may be perceived as an upward move, one which is more difficult to make than the reverse.

If time permits, it may be useful to discuss this trend (i.e., whether or not participants have been aware of increases in nontraditional enrollments in their own institutions/programs) in light of the participants' own experiences. Then the facilitator should ask for questions/concerns

related to any of the information presented. After responding to those questions or concerns, she/he should summarize the data which has been presented in the lecturette and discussed in the structured situation. The following comments would be appropriate:

"We've all just reviewed a great deal of data on women and men in the paid labor force and the distribution of females and males in vocational training programs. We can draw the following summary and conclusions:

- *Women of all races and ethnic groups are an underutilized resource in our paid labor force. Their continuing entry into the work force and the extension of their average number of years of participation in the paid labor force are beginning steps in their utilization, but occupational sex segregation and sex discrimination within is hindering their full participation at all levels and, ultimately the contribution they can make. The need to eliminate this underutilization is particularly critical in light of the growing percentage of women who are responsible for their own financial support or for the full or partial support of their families.*

- *The prediction that women and men will be equally represented in the work force will be fact by the year 2000, if not before. All evidence indicates that the trend of women's entry into the paid work force will continue. Thus, individuals, families, education institutions, and business and industry will have to adapt to meet the individual and societal needs created by the changing nature of the paid work force.*

- *Although the percentages of females and males in the paid work force may soon be equal, it is likely that their distribution within occupational categories will not be equal. However, since there are almost no jobs that only members of one sex can perform, males and females will be seeking a full range of employment opportunities. This, too, will require adaptations on the part of all segments of society.*

- *Vocational education programs are a critical link between education and the paid labor force. Changes in the nature of our society have led to changes in the paid labor force and in the needs of vocational education students. It is our responsibility to understand these changes and anticipate their implications as they affect vocational education programs.*

- *Vocational education has the potential for actively increasing the utilization of women in the paid work force because of its position as the critical link between job training and employment. By recruiting and esnuring the successful completion by women and men in courses nontraditional to their sex, vocational education can expand the pool of qualified applicants available to business and industry in nontraditional areas. When we look at the sheer numbers*

of positions available for employees in occupations which have a vocational training program as one possible means of entry, the potential impact which vocational educators could have in this country is far reaching."

In closing this activity, the facilitator should refer back to the "Outcomes" newsprint generated during the discussion of Worksheet 1. She/he should ask participants whether, after considering the data presented, they wish to add anything to their list of outcomes. The facilitator should assist participants in formulating outcomes statements which reflect the points outlined above.

C. Questions and answers (5 minutes)

At this time the facilitator should refer participants to the answer sheet to the quiz--Vocational Education Worksheet 2A, and reference sheet--Vocational Education Worksheet 2B, and the fact sheet--Vocational Education Information Sheet 2C; respond to any remaining questions; and announce a 10-minute break.

III. BREAK TIME REQUIRED: 10 MINUTES

IV. THE LEGAL CONTEXT OF SEX EQUITY EFFORTS IN VOCATIONAL EDUCATION

TIME REQUIRED: 80 MINUTES

(A) Individual activity--"Sex Discrimination/Sex Equity in Vocational Education: What Does the Law Say?" (15 minutes)

(B) Lecturette--"Review of the Provisions of the 1976 Education Amendments Relevant to Sex Equity in Vocational Education" (30 minutes)

(C) Small group discussions--"Implications of the Amendments for Local Vocational Education Programs" (20 minutes)

(D) Individual activity and total group processing--"Assessing Sex equity in Vocational Education" (15 minutes)

Purpose of the activity:

The purposes of the activity are:

- to review with participants the provisions of Federal legislation affecting sex equity in vocational education (Title IX of the 1972 Education Amendments and the relevant portions of the Education Amendments of 1976) and the implications of this legislation for vocational education personnel

- to enable participants to assess the extent to which they have taken steps to ensure Title IX compliance and to attain sex equity in their activities as administrators, counselors, or teachers

Materials needed:

For participant use:

- "Sex Discrimination/Sex Equity in Vocational Education: What Does the Law Say?" and accompanying answer sheet--Vocational Education Worksheets 3 and 3A

- "The Education Amendments of 1976: A Summary of Provisions Related to Sex Equity in Vocational Education"--Vocational Education Information Sheet 4

- "The Education Amendments of 1976: Implications of the Sex Equity Provisions for Local Vocational Education Programs"--Vocational Education Worksheet 5

- "The Education Amendments of 1976: Implications of the Sex Equity Provisions for Local Vocational Education Programs"--Vocational Education Information Sheet 5A

- "Assessing Sex Equity in Vocational Education"--Vocational Education Worksheet 6 (for administrators), Vocational Education Worksheet 7 (for counselors), and Vocational Education Worksheet 8 (for teachers)

For facilitator use:

- Newsprint and marker or chalkboard and chalk

Facilitator preparation required:

The facilitator(s) should:

- thoroughly review this total session outline and all participant materials (particularly Information Sheets 4 and 4A)
- review suggested lecturette and adapt it to accommodate unique group needs and facilitator style

Procedure:

A. Individual activity and total group processing--"Sex Equity in Vocational Education: What Does the Law Say?" (15 minutes)

This activity is designed to help participants assess their ability to apply Title IX requirements to particular situations in vocational education programs. An individual quiz asks participants to determine whether various policies, procedures, or practices in vocational education programs are required or prohibited by Title IX. It also introduces information regarding the provisions of the Education Amendments of 1976 which are relevant to sex equity in vocational education.

The activity should begin with comments similar to the following:

"During the first part of this session we have focused on the social/educational context for sex equity in vocational education programs. We have discussed sex segregation in the paid work force and in vocational education programs, and we have reviewed some of the relationships between these two patterns of segregation. We have also considered some of the social and economic changes which might result from increased sex equity in vocational education programs.

"Now we are going to focus on the legal context of efforts to ensure nondiscrimination and to attain sex equity in vocational education programs. For the remainder of this session we'll be reviewing the application of Title IX requirements to vocational education, and we'll be discussing provisions of the Education Amendments of 1976 which pertain to sex equity in vocational education. Much of the work force and enrollment data we've just reviewed was presented at the Congressional hearings held prior to enactment of both these pieces of legislation.

"During the second generic session, some time was spent reviewing the specific provisions of the Title IX regulation. We would like now to take a few minutes working to apply the Title IX regulatory requirements to particular policies, procedures, and practices in vocational education programs.

"If you will turn to Worksheet 3 in your materials, you will see listed a number of items related to the treatment of females and males in vocational education programs. We would like each of you to read each item and determine whether:

- *it is required by the Title IX regulation; or*

- *it is prohibited by the Title IX regulation; or*

- *the Title IX regulation does not directly apply*

Please work independently for the next few minutes; when you finish, we will review the answers in the total group."

Most members of the group should be able to complete the worksheet within five minutes. After most appear to be finished, the facilitator should initiate a discussion of the responses to each item in the total group. She/he should ask (item-by-item) for volunteers to share their responses and their reasons for selecting these responses, make certain that the reasons for the correct responses are understood by the group. (Correct responses are provided in Worksheet 3A. During the discussion the facilitator may wish to use these responses for her/his own reference, not referring participants to this sheet until the close of the discussion. In discussing those items to which the response should be "not applicable" it is probably simplest to refrain from introducing references to the 1976 Education Amendments until the entire worksheet has been reviewed. The facilitator should comment simply that the item described is neither prohibited nor required under Title IX, or that no specific regulatory provisions apply.) The facilitator may also wish to use this time to provide participants an opportunity to ask general questions regarding the application of Title IX requirements to vocational education programs, even though these questions are not directly related to worksheet items.

After reviewing the responses to the entire worksheet, the facilitator should provide a transition from this activity to the lecturette which follows with comments similar to the following:

"You will note that of the 12 items on your worksheet there are 4 to which Title IX does not directly apply." (At this point, the facilitator may wish to pause and to ask participants how they would characterize these items or what, if anything, they share in common.) *Each of these items reflects a policy or practice which moves beyond nondiscrimination as required by Title IX into active efforts to overcome sex stereotyping. Each of these items is in fact covered under the Education Amendments of 1976, which have as one of their purposes the overcoming of sex bias and sex discrimination in vocational education.*

"Although both Title IX and the Education Amendments of 1976 support equal opportunities for females and males in vocational education programs, there are several significant differences between the two.

- *Title IX addresses the issue of sex discrimination in education programs; it generally requires that persons may not be excluded from, denied participation in, or be treated differently in education programs. The Education Amendments not only address sex discrimination, which is defined as 'any action which limits or denies a person or a group of persons opportunities, privileges, roles, or rewards on the basis of their sex,' but also sex bias, or 'behavior resulting from the assumption that one sex is superior to the other,' and sex stereotyping, or 'attributing behaviors, abilities, interests, values, and roles to a person or group of persons on the basis of their sex.'*

- *Title IX specifies a variety of forms of discrimination in education policies, programs, or practices which are prohibited. Those which apply to vocational education include prohibitions of discrimination on the basis of sex in admissions, access to courses, facilities,*

treatment of students, course completion and graduation requirements, student employment, marital or parental status, and employment of education personnel. The Education Amendments of 1976 complement the specific prohibitions of sex discrimination which are provided by the Title IX regulation with a mandate for the development of programs to overcome sex discrimination, bias, and stereotyping in vocational education and an authorization to states to use Federal monies for this purpose.

"For the next few minutes, we will be examining the specific provisions of the Education Amendments of 1976, and considering their implications for local vocational education programs."

B. Lecturette--"Review of the Provisions of the 1976 Education Amendments Relevant to Sex Equity in Vocational Education" (30 minutes)

The purpose of this lecturette is to provide participants with an overview of the specific provisions of the 1976 Education Amendments which are relevant to achieving sex equity in vocational education. It will be followed by small group discussions regarding the implications of the Amendments for local vocational education programs.

Suggested lecturette:

"The Education Amendments of 1976 amend the Vocational Education Act of 4963, the legislation which authorized Federal assistance to States for support of vocational education programs. The Amendments make two major changes in the 1963 legislation. First, the Amendments establish a single block grant to the states in place of the various categorical grants for vocational education funds. Eighty percent of a state's block grant is a 'basic grant;' the other 20 percent is for program improvement and supportive services. Within each of these two categories, the states have a number of options for using their vocational education funds. The only programmatic areas that remain funded outside the block grant are consumer and homemaking education and special programs for the disadvantaged. Second, the Amendments establish new requirements regarding state planning procedures for use of Federal vocational funds; they require involvement of a wider range of groups and individuals in the planning process.

"One of the major purposes of the Amendments is the overcoming of sex bias and discrimination in vocational education. Provisions relating to sex bias and discrimination are incorporated in all three of the Amendments' major sections related to vocational education: requirements for the administration of state and local vocational education programs, provisions governing state use of vocational education funds, and requirements for national vocational education programs. Although most of the provisions of the Amendments apply directly only to Federal and state programs of vocational education, they do establish priorities and procedures which will affect the design and delivery of vocational education programs by local education agencies.

"What we want to do now is to examine in some detail the provisions relating to sex bias and discrimination in each of the three major sections of the Amendments. We'll consider them in the following order:

- *requirements for administration of state and local vocational education programs*

- *provisions governing state use of vocational education funds*

- *requirements for national vocational education programs*

"Again most of these provisions, although directly applicable only to state and Federal programs, will affect local vocational education programs. They may function to:

- *affect requirements imposed by states on local programs receiving State vocational education funds (e.g., local programs may be required to submit data regarding female/male enrollments and sex equity efforts)*

- *establish important sources of funding for local vocational education programs related to sex equity*

- *suggest program ideas for institutions interested in undertaking programs relevant to sex equity in vocational education*

"It is for these reasons that we will review the relevant provisions of the Amendments in some detail. As we go through the provisions, each of you should work to identify their possible implications for your program; we will be discussing these implications in small groups after we've completed our review."

At this point, the facilitator should call participants' attention to Information Sheet 4, which contains a summary of the provisions of the Education Amendments of 1976 related to sex equity in vocational education. She/he should suggest that participants may find it useful to follow the review on this information sheet. As the facilitator discusses each requirement, she/he should write its key words on either newsprint or chalkboard so that it can easily be seen by all participants. She/he should resume the lecturette, beginning with a discussion of the requirements for the administration of state vocational education programs.

Requirements for Administration of State and Local Vocational Education Programs

"There are five major administrative requirements for state and one for local vocational education programs which are related to the overcoming of sex discrimination and sex stereotyping in vocational education. They include:

1. *Designating full time personnel to eliminate sex bias and discrimination in vocational education programs*

   All states which receive Federal vocational education monies must designate personnel to work full time with the state board of vocational education in:

   - *furnishing equal educational opportunities in vocational education programs to persons of both sexes, and*

   - *eliminating sex discrimination and sex stereotyping from all vocational education programs.*

   The functions of the person or persons designated include:

- taking action to create awareness of programs and activities designed to reduce sex bias and sex stereotyping in vocational education

- gathering, analyzing, and disseminating data on the status of men and women students and employees in vocational education programs of the state

- developing and supporting actions to correct problems identified in the process of these data-gathering, reviewing, and monitoring activities, including awareness of the Title IX complaint process

- reviewing the distribution of vocational education grants made by the state to ensure that the needs of women are addressed in all projects funded

- reviewing all vocational education programs in the state for sex bias

- monitoring the implementation of laws prohibiting sex discrimination in employment within state vocational education programs

- assisting local education agencies and other interested groups in the state in improving vocational education opportunities for women

- making available to the general public and to specified state and Federal agencies the information related to the existence of and procedures and plans for overcoming sex bias in vocational education

- reviewing the self-evaluations required by Title IX

- reviewing the state's five-year and annual program plans and submitting recommendations related to the overcoming of sex bias and discrimination in vocational education

All states are required to expend at least $50,000 from their basic grant funds to support the personnel working to carry out these functions.

2. Representing women's concerns on the state advisory council for vocational education

All states are required to include on their advisory councils for vocational education representatives who are 'women with backgrounds and experiences in employment and training programs, and who are knowledgeable with respect to the special experiences and problems of sex discrimination in job training, and employment, and of sex stereotyping in vocational education, including women who are members of minority groups having special knowledge of the problems of discrimination in job training and employment against women in minority groups.'

Local agencies and institutions shall have an advisory council which has an 'appropriate representation of both sexes and an appropriate representation of the racial and ethnic minorities found in the program area, schools, community, or region which the local advisory council serves.'

3. *Including policies to eradicate sex discrimination in state five-year plans for vocational education*

Each state must include in its five-year plan for vocational education a detailed description of the policies it will follow to ensure equal access to vocational education programs by both women and men. Each description must include a statement of actions which will be taken to overcome sex discrimination and sex stereotyping in all state and local vocational education programs and incentives adopted by the state for local education agencies and institutions of vocational education to encourage enrollment by students in courses which are not traditional for their sex and to develop model programs to reduce sex stereotyping in training for and placement in all occupations.

Each state must also set forth in its five-year plan a program to meet the needs of homemakers who must seek employment after separation or divorce, single heads of households who lack adequate job skills, and persons who wish to seek employment in areas which are nontraditional for their sex.

4. *Reviewing annual program plans for compliance with state policies regarding eradication of sex discrimination*

Every state must, in its annual program plan, provide information regarding the compliance of this plan with the provisions of the five-year plan related to equal access to vocational education programs by women and men.

5. *Evaluating vocational education programs for service to women*

Each state board of vocational education is required, during the five-year period of the state plan, to evaluate each vocational education program or project supported by Federal, state, and local funds. Among the items to be evaluated are the services provided to women as one of several special populations."

(Before reviewing the next set of provisions, the facilitator should provide participants an opportunity to ask questions regarding those just summarized.)

State Use of Federal Vocational Education Funds

"The provisions of the Education Amendments regarding state use of Federal vocational education funds to support local programs relevant to sex equity and vocational education are the provisions that we want to review in greatest detail. As we go through these provisions, we will distinguish between areas in which states have specific requirements for expending funds and those areas in which they have various options.

"Under their basic grants states must expend funds to support the following category of services:

- Vocational education programs for displaced homemakers and other special groups

States must use funds under their basic grants, in accordance with approved five-year and annual program plans, to provide vocational education services for:

- persons who have been homemakers but who are seeking employment as a result of separation or divorce
- single heads of households who lack adequate job skills
- persons (female or male) who are in jobs which have been traditionally considered appropriate for their sex and who wish to seek jobs in areas which have not been traditionally considered appropriate for persons of their sex

These programs must include three components:

- organized educational programs to prepare persons in these special groups for employment
- special courses preparing these persons in ways to seek employment
- special services for graduates of these special programs

"States may use funds under their basic grants for the following services:

- Support services for women

States may use funds under their basic grants to provide support services for women entering vocational education programs designed to prepare persons for jobs which have been traditionally limited to men. Among the services which might be provided (when included in an approved five-year or annual plan) are:

- Counseling--counseling women entering or enrolled in nontraditional programs on the nature of the programs and the difficulties which may be encountered by women; furnishing supportive services to assist students in adjusting to the new employment requirements
- Job development--providing materials and information to women regarding the opportunities available in nontraditional fields; providing women students opportunities to visit work places to observe work and work settings in jobs in nontraditional fields; bringing persons employed in fields which are not traditional for women into the schools to provide women students with information regarding the nature of work in these fields

- Job follow-up support--assisting women students in finding employment relevant to their training and interests; assisting students in the work force to deal with barriers experienced by women working in nontraditional areas

- Increasing the number of women instructors in nontraditional fields--increasing the number of women instructors working in programs which have traditionally enrolled predominantly males, in order to provide supportive examples to women who are preparing for jobs related to these nontraditional programs

• Day care services for children of students

States may also use funds under their basic grants (when this use is specified in approved five-year and annual program plans) to provide day care services for students, including both females and males and single parents, in secondary and postsecondary vocational education programs.

"Under the program improvement and supportive services section of their block grant, states may provide the following services:

• Use of program improvement funds to overcome sex stereotyping

States may use Federal funds allocated for program improvement activities to support programs which are directed toward overcoming sex stereotyping in vocational education. Programs related to sex stereotyping may be funded in any of the three basic categories of program improvement services:

- Research--funds may be used for developing new curriculum materials or reviewing and revising curricula to eliminate stereotypes based on sex, race, or national origin

- Exemplary and innovative programs--states must give priority in the awarding of funds for exemplary and innovative projects to those which are designed to reduce sex stereotyping in vocational education

- Curriculum development--funds may be used for the development and dissemination of curriculum, guidance, and testing materials designed to overcome sex bias in vocational education programs; and for support services to assist teachers in meeting the needs of students enrolled in vocational education programs which have been traditionally limited to members of the opposite sex

• Vocational guidance and counseling

Funds made available to states for program improvement and support services may be used to support several vocational guidance activities which can provide supportive services to women or contribute to the eradication of sex stereotyping in vocational education. Among these programs which may be funded are:

- training programs which are designed to provide counseling and guidance personnel with information regarding:

  --the changing work patterns of women
  --ways of overcoming occupational sex stereotyping
  --ways of assisting girls and women in selecting careers solely on the basis of occupational needs and interests

- vocational resource centers designed to meet the vocational guidance and counseling needs of special populations, including persons entering or re-entering the job market late in life (a significant proportion of these persons are likely to be women)

• Vocational education personnel training

Funds made available to the state for program improvement and supportive services may be used for inservice training to assist vocational education teachers and other staff members to overcome sex bias in vocational education programs.

• Grants to overcome sex bias

States may use funds allocated for program improvement and supportive services to award grants to projects designed to overcome sex bias in vocational education. Awards are to be made in accordance with approved five-year and annual program plans; they may be made to support such projects as:

- research on ways to overcome sex bias and sex stereotyping in vocational education

- development of curriculum materials free of sex stereotyping

- examination of existing curriculum materials for sex stereotyping

- training to assist counselors, administrators, and teachers in ways of overcoming sex bias and assisting girls and women in selecting careers

"States must use funds allotted to them in separate authorization for the following:

• Consumer and homemaking education

States must use funds allocated for programs of consumer and homemaking education to support programs which:

- encourage both females and males to prepare for combining the roles of homemakers and wage earners

- encourage the elimination of sex stereotyping by promoting the development of curriculum materials which deal with:

--increased numbers of women working outside the home
--increased numbers of men assuming homemaking responsibilities
--changing career patterns of men and women
--Federal and state laws relating to equal educational and employment opportunities

- *prepare females and males who have entered or are preparing to enter into the work of the home*

(Before reviewing the final provisions, those related to national programs, the facilitator should provide participants an opportunity for questions.)

Requirements for National Vocational Education Programs

"The last set of provisions of the Amendments relating to overcoming sex bias in vocational education pertains to national vocational education programs. These provisions specify that:

- *A national study of sex bias in vocational education will be conducted by the Commissioner of Education and submitted to Congress by October 1978.*

- *A system for reporting information on vocational education students including information on their race and sex must be in operation by October 1978. All States will be responsible for submitting relevant data for this system on a yearly basis.*

- *The National Advisory Council on Vocational Education must include in its membership minority and nonminority females and males with knowledge of women's issues and concerns.*

- *Five percent of the funds appropriated for Federal vocational education programs are reserved for use by the Commissioner of Education for programs of national significance, some of which may be programs to overcome sex bias in vocational education."*

C. Small group discussions--"Implications of the Amendments for Local Vocational Education Programs" (20 minutes)

The purpose of this activity is to encourage participants to examine the provisions of the Education Amendments of 1976 related to sex equity in vocational education and to consider the implications of these provisions for their own local programs. This will be done by means of small group discussions and a processing of the discussions in the total group. The worksheet utilized in this activity functions primarily to provide a general structure for the discussion and a place to record responses.

The activity may be introduced by comments similar to the following:

"To reiterate points made earlier, the provisions we've just reviewed may affect local vocational education programs in the following ways:

- *In order to comply with the requirements, states may in turn impose new requirements upon local vocational education programs receiving funds through the state.*

- *Programs and priorities established by the states in accordance with these requirements may provide new sources of funding for local vocational education programs related to sex equity.*

- *The provisions may suggest program directions and alternatives for local vocational educators interested in undertaking efforts related to sex equity.*

"We would now like you to spend the next few minutes considering these general implications in greater specificity. We would like you to discuss in groups of four to six persons, the implications of the provisions for your own vocational education programs or for other local programs. Worksheet 5 provides you with a listing of each of the three major categories of provisions and space in which to record what you believe may be the local implications of each. In your small groups, please consider each of the three categories and discuss their possible implications for local programs. You may find it helpful in your discussions to refer to the summary on Information Sheet 4. You should plan to spend about 10 minutes in your discussion. After you've had an opportunity to identify some implications we will discuss them in the total group."

During the small group discussions the facilitator should circulate among the groups to identify points which should be made in the total group. She/he should also discourage any participants who have discovered Information Sheet 5A (which contains a discussion of some of the implications of the Amendments for local programs) from relying on it during the discussion.

After approximately 10 minutes, or when most groups appear to have completed a basic listing, the facilitator should reconvene the total group for a sharing of the implications identified by participants for each of the three categories of provisions. She/he may wish to refer, or to refer the group, to Information Sheet 5A at this time. The group may find it useful to discuss and evaluate the implications suggested on this sheet. When possible, the facilitator should encourage participants to be as specific as possible in considering implications for their own programs.

D. Individual activity and total group processing--"Assessing Sex Equity in Vocational Education" (15 minutes)

This activity is designed to help participants evaluate their own programs according to their:

- implementation of Title IX requirements for nondiscrimination

- progress toward active elimination of sex bias and stereotyping as mandated by the Education Amendments of 1976

It is based upon worksheets which are designed for the particular job roles of participants--administrators, counselors, and instructional staff.

The activity may be introduced with comments similar to the following:

"We have reviewed Title IX requirements and considered their application to vocational education programs. We have reviewed the provisions of the Education Amendments of 1972 and discussed their possible implications for local vocational education programs. Now we are going to look at our own programs for their consistency with both of these pieces of legislation.

"In your materials you will find copies of three worksheets entitled 'Assessing Sex Equity in Vocational Education.' Worksheet 6 is designed for use by administrators, Worksheet 7 for use by counselors, and Worksheet 8 for use by instructional personnel. The three worksheets each contain a series of scales focusing on the responsibilities of each group related to nondiscrimination and sex equity in students' access to vocational education courses. These scales are designed to give you a way of thinking about your own policies, programs, and practices in this area and evaluating your progress toward nondiscrimination and sex equity.

"Each of the scales delineates an area in which actions may be taken to ensure nondiscrimination and to attain sex equity in students' access to courses. On the left side of the scales are the points at which no action has been taken. The midpoints of the scales are those points at which basic steps are taken to implement Title IX requirements and to ensure nondiscrimination. The far right hand point of the scale corresponds to the taking of actions to overcome sex bias and sex stereotyping, actions which would be consistent with the sex equity provisions of the Education Amendments of 1976.

"We would like each of you to select the worksheet which is appropriate to your job role--6 for administrators, 7 for counselors, and 8 for instructors. Please read each scale and circle the point where you believe your program to be."

The facilitator should make certain that all participants understand the scaling instructions; she/he may find it useful to read through the worksheet instructions with participants. (Identical instructions appear on Worksheets 6, 7, and 8.) She/he should tell participants that they will have approximately 5 minutes to work through the scales. The facilitator should also suggest to participants that after they have completed all the scales, they may want to calculate their total sex equity score by adding the points for each scale in the series and then dividing by the number of scales. The facilitator should stress that scoring is for participants' own information and not to be shared with other participants unless they choose to do so.

After most participants have completed the worksheet, the facilitator should open a discussion of the worksheet in the total group. She/he may open the discussion with a general question regarding participants' reactions to the worksheets, or she may ask participants to suggest the assumptions they see reflected in the worksheet. The following points should emerge in the discussion:

- All educators have the responsibility to take steps necessary to ensure Title IX compliance. Title IX compliance does not occur automatically or without effort; it requires commitment and action on the part of all persons.

- Basic Title IX implementation is aimed primarily at eliminating instances of sex discrimination. The Education Amendments of 1976 mandate efforts to overcome present effects of past discrimination and stereotyping.

- It is possible to ensure compliance with Title IX and still not take the steps necessary to overcome sex stereotyping and sex bias. If sex equity is to be attained in vocational education programs, it is important that these steps be taken.

As a final check of participants' clarity of the basic assumptions, the facilitator should ask them for some specific examples of actions which could be taken to overcome sex stereotyping related to students' access to courses. For example, what would a recruiting program to help increase the number of students in courses nontraditional to their sex look like? Or, in what instances might males or females need supplemental education because of the bias/discrimination they've experienced in the past? After some specific details of programming have been examined briefly, the facilitator should indicate that participants will have the opportunity to develop some of these suggestions further in programming activities in Session B.

V. SUMMARY AND CLOSING — TIME REQUIRED: 5 MINUTES

Purposes of the activity:

The purposes of this activity are:

- to provide participants with a summary of Application Session A
- to address any remaining concerns or questions

Materials needed: None

Facilitator preparation required:

The facilitator(s) should:

- review this total session outline
- prepare summary comments

Procedure:

The following comments would be appropriate for the facilitator to use in summarizing the workshop:

- *the social/educational context of efforts for sex equity in vocational education--sex segregation in the paid work force and in vocational education programs, and the relationships between the two*
- *the legal context of efforts for sex equity in vocational education--the provisions of Title IX and the Education Amendments of 1976*

"Both of these contexts have implications for the professional roles of administrators, counselors, and teachers in vocational education. Vocational educators are being called on to overcome sex discrimination and sex bias in vocational education programs, policies, and practices so that all students may have the right to select and prepare for their future roles on the basis of their own preferences and needs. Overcoming sex discrimination and bias requires each of us to understand the importance of change efforts and to take those steps which can ensure that true equality of opportunity is being observed.

"We hope that as this first session concludes each of you has:

- *An awareness of the extent of sex segregation in the world of work and sex segregation in vocational education and the relationship between the two*
- *A basic understanding of the provisions of Title IX and the Education Amendments of 1976 and their implications for you as a teacher, counselor, or administrator*
- *Some indication of where your programs stand (at least those programs related to student access to courses) with regard both to Title IX compliance and the overcoming of sex stereotyping*

"In the next session you'll have the opportunity to expand your skills in ensuring nondiscrimination and providing sex equity. You'll be increasing your understanding of the kinds of bias and discrimination commonly found in vocational education instruction, counseling, and administration and of alternatives for overcoming such bias and discrimination. You'll begin developing programs to overcome sex bias and discrimination within your own areas of responsibility, perhaps using some of the data generated in this session."

At this time the facilitator should ask if there are any remaining questions or concerns and address any which are raised. After reiterating time and place for the next session, she/he should adjourn.

FOOTNOTES

1/U.S. Department of Labor, Women's Bureau, 1975 Handbook on Women Workers (Washington, D.C.: Women's Bureau, U.S. Department of Labor, 1975), p. 11.

2/Corinne Rieder, "Work, Women, and Vocational Education," American Education (June 1977): 27.

3/ Women's Bureau, U.S. Department of Labor, telephone communication, July, 1977.

4/Eli Ginsburg, "Women Entering Job Market at an Extraordinary Pace," New York Times, 12 September 1976, sec. 1, p.1.

5/Karen Hapgood and Judith Getzels, "Historical Perspectives: Trends in the Lives of Women," Planning Advisory Service Report No. 301 (Chicago: American Society of Planning Officials, April 1974), pp. 3-14.

6/U.S. Department of Labor, Women's Bureau, Women Workers Today (Washington, D.C.: U.S. Department of Labor, 1976), p. 2.

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13/U.S. Department of Labor, Women's Bureau, "The Earnings Gap Between Women and Men" (Washington, D.C.: Women's Bureau, U.S. Department of Labor, 1976), p. 8.

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18/Women's Bureau, Women Workers Today, p. 10.

19/Women's Bureau, U.S. Department of Labor, telephone communication, July 1977.

20/Women's Bureau, Women Workers Today, p. 5.

21/Women's Bureau, 1975 Handbook on Women Workers, p. 42.

22/Karen Hapgood and Judith Getzels, "Historical Perspectives: Trends in the Lives of Women," pp. 3-14.

23/U.S. Department of Labor, Women's Bureau. "Facts on Women Workers of Minority Races" (Washington, D.C.: Government Printing Office, 1975), p. 1.

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45/Women's Bureau, "Facts on Women Workers of Minority Races," p. 7.

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ATTACHMENTS

Vocational Education Transparencies 1 - 4 -- Texts

Vocational Education Transparency 1

OCCUPATIONAL EARNINGS OF WOMEN AND MEN 1974

Occupation Group	Earnings 1974 Women	Men	% Men's Earnings Exceeded Women's
Professional & Technical Workers	$9,570	$14,873	55.4
Managers & Administrators	8,603	15,425	79.3
Sales Workers Total	5,168	12,723	142.3
Retail Trade	4,734	9,125	92.8
Other Sales Workers	8,452	13,983	65.4
Clerical Workers	6,827	11,514	68.7
Craft Workers	6,492	12,028	85.3
Operatives	5,766	10,176	76.5
Service Workers	5,046	8,638	71.2
Farmers and Farm Managers	--	5,459	--
Nonfarm Laborer	5,891	8,145	38.3
Private Household Workers	2,676	--	--

* Women's Bureau, "The Earnings Gap Between Women and Men (Washington, D.C.: Women's Bureau, Employment Standards Administration, U.S. Department of Labor, 1976), p. 8.

Vocational Education Transparency 2

TABLE I - DISTRIBUTION OF WOMEN AND MEN IN THE WORK FORCE - 1977*

Major Occupation Group	Percent Female	Percent Male
Professional & Technical Workers	42.0	58.0
Managers & Administrators	20.8	79.2
Sales Workers	42.9	57.1
Clerical Workers	78.2	21.3
Craft and Kindred Workers	4.8	95.2
Operatives	31.2	68.8
Nonfarm Laborers	9.3	90.7
Service Workers	61.5	38.5
Farm Workers	16.2	83.8

*U.S. Department of Labor, Women's Bureau telephone conversation, July 1977.

TABLE II - DISTRIBUTION OF FEMALES AND MALES IN VOCATIONAL EDUCATION PROGRAMS - 1976**

	Percent Female	Percent Male
Agriculture	11.3	88.7
Distribution	48.0	52.0
Health	78.7	21.3
Consumer and Homemaking	83.2	16.8
Occupational Home Economics	84.7	15.3
Office	75.1	24.9
Technical	11.3	88.7
Trade and Industry	12.7	87.3
Special Programs	33.3	66.7

**Department of Health, Education, and Welfare's Office of Education, Bureau of Occupational and Adult Education "Enrollments in Vocational Education Programs FY 1976" (Washington, D.C.: Bureau of Occupational and Adult Education, Winter, 1978).

Vocational Education Transparency 3

MAJOR OCCUPATIONS EMPLOYING MEN AND WOMEN*

Ten Major Occupations Employing Women	Ten Major Occupations Employing Men
Secretaries	Engineers
Food Service Workers	Carpenters
Teachers (except college and university)	Auto Mechanics
Sales Clerks	Mechanics (except auto)
Bookkeepers	Blue Collar Worker Supervisors
Health Service Workers (dental assistants, practical nurses, nursing aides)	Truck Drivers
Personal Service Workers (hairdressers, child care workers, attendants)	Cleaning Workers
Nurses, Dieticians, Therapists	Food Service Workers
Cashiers	Farm Owners and Tenants
Private Household Workers	Protective Service Workers (fire, police, etc.)

*U.S. Department of Labor, Women's Bureau, "Table 1: Employed Persons in Selected Occupations - 1976 Annual Averages" (Washington, D.C.: Women's Bureau, 1977). (Calculations made by Resource Center on Sex Roles in Education.)

TRENDS IN FEMALE AND MALE ENROLLMENTS IN VOCATIONAL EDUCATION*

	1969		1976	
	Female	Male	Female	Male
Agriculture	2.0	98.0	11.3	88.7
Distribution	44.5	55.5	48.0	52.0
Health	92.2	7.8	78.7	21.3
Consumer and Homemaking	95.5	4.5	83.2	16.8
Occupational Home Economics	86.7	13.3	84.7	15.3
Office	78.0	22.0	75.1	24.9
Technical	8.7	91.3	11.3	88.7
Trades and Industry	11.1	88.9	12.7	87.3
Special Programs	41.0	59.0	33.3	66.7

* Department of Health, Education, and Welfare, Bureau of Occupational and Adult Education, "Comparative Analysis of Vocational Education Enrollment by Sex in Fiscal Years 1972 and 1975" (Washington, D.C.: Bureau of Occupational and Adult Education, Spring 1977), and Bureau of Occupational and Adult Education, "Enrollments in Vocational Education Programs, FY 1976."

OVERCOMING SEX DISCRIMINATION AND ATTAINING SEX EQUITY IN VOCATIONAL EDUCATION: RECOGNIZING AND COMBATING SEX BIAS AND PLANNING FOR ACTION

Outline for Application Session B For Vocational Educators

Prepared for the
Title IX Equity Workshops Project
of the Council of Chief State School Officers

by the
Resource Center on Sex Roles in Education
National Foundation for the Improvement of Education

OVERCOMING SEX DISCRIMINATION
AND ATTAINING SEX EQUITY IN VOCATIONAL EDUCATION:
RECOGNIZING AND COMBATING SEX BIAS AND PLANNING FOR ACTION

APPLICATION SESSION B FOR
VOCATIONAL EDUCATION PERSONNEL

Session Specifications

Session population: Administrators, counselors, and teachers from vocational education programs

Session objectives: The objectives for Application Session B for Vocational Education Personnel are to provide participants the following:

- the opportunity to consider the various influences which may affect the educational and vocational choices of females and males
- the opportunity to strengthen skills in the identification and recognition of the manifestations of sex bias and discrimination in vocational education
- the opportunity to increase skills in the recognition and generation of sex fair and sex affirmative responses in a variety of vocational education situations
- an experience in formulating and developing program plans for the implementation of particular sex equity efforts in vocational education programs
- an opportunity to develop a personal action plan for working toward sex equity in the vocational education programs within one's own institution

Time required: Three hours

Materials needed:

For participant use:

- "What Happens to Benny?"--Vocational Education Worksheet 9 (attached to this session outline)
- "What Happens to Benita?"--Vocational Education Worksheet 10 (attached to this session outline)
- "Recognizing Sexist and Nonsexist Behaviors"--Vocational Education Worksheets 11 and 11A (administrators), 12 and 12A (counselors), and 13 and 13A (instructors) (attached to this session outline)
- "How to Recruit"--Vocational Education Worksheet 14 (attached to this session outline)
- "Developing a Plan for Recruiting Students into Vocational Training Programs Nontraditional to Their Sex"--Vocational Education Worksheet 15 (attached to this session outline)

- "Program Planning Outline"--Vocational Education Information Sheet 16 (attached to this session outline)

- "My Action Plan"--Vocational Education Worksheet 17 (attached to this session outline)

- "Workshop Evaluation Form"--Vocational Education Worksheet 18 (attached to this session outline)

For facilitator use:

- A listing, on newsprint, of the Objectives for Session B (see section I of this outline)

- Two newsprint sheets, one headed "Benny," the other "Benita" (see section II of this outline)

- A chart on newsprint or chalkboard of the "Manifestations of Sex Bias and Discrimination in Vocational Education" (see section III of this outline)

- The "easy" and "difficult" newsprint sheets of group data from section I, Session A

Facilitators required: Although the session could be conducted by a single person, it is preferable to share responsibilities among several persons (male and female) who possess both subject matter expertise and process skills and who represent racial/ethnic diversity.

Facilitator preparation required: In preparation for conducting this session, the facilitator should do the following:

- review the total session outline and all participant materials

- review suggested discussion points and adapt them to accommodate unique group needs and facilitator style

  - "Influences on the Educational and Vocational Choices of Females and Males" (see section II of this outline) (15 minutes)

  - "Manifestations of Sex Bias and Discrimination in Vocational Education" (see section III of this outline) (15 minutes)

- prepare chart and newsprint sheets as identified in "Materials needed" section of these specifications

Group size: Flexible

Facilities required: Meeting room to accommodate expected number of participants; moveable tables and chairs will facilitate small group work

Equipment and supplies required: Newsprint, tape, and markers; pencils for each participant; chalkboard and chalk

Special note to facilitator: This application session was designed for vocational administrators, counselors, and teachers on the assumption that representatives from all three groups would be attending the six-hour training session. That may not be the case. If representatives from only one or two groups attend, the workshop design is still appropriate. However, the facilitator will need to make adjustments throughout the terms of lecturette content, groupings for activities, and exercises used, deleting or de-emphasizing material specifically designed for the group(s) not represented. Thus, the facilitator should determine beforehand the job roles of the vocational educators who will be present in Session B based on those present in Session A.

OVERCOMING SEX DISCRIMINATION
AND ATTAINING SEX EQUITY IN VOCATIONAL EDUCATION:
RECOGNIZING AND COMBATING SEX BIAS AND PLANNING FOR ACTION

APPLICATION SESSION B FOR
VOCATIONAL EDUCATION PERSONNEL

Session Agenda

I.	INTRODUCTORY COMMENTS	TIME REQUIRED: 7 MINUTES
II.	INFLUENCES ON THE EDUCATIONAL AND VOCATIONAL CHOICES OF FEMALES AND MALES	TIME REQUIRED: 35 MINUTES
	A. Individual activity and small group discussions --"What Happens to...?"	(15 minutes)
	B. Total group discussion--"Influences on the Educational and Vocational Choices of Females and Males"	(15 minutes)
	C. Questions and answers	(5 minutes)
III.	RECOGNIZING AND COMBATING SEX BIAS IN VOCATIONAL EDUCATION POLICIES, PROGRAMS, AND PRACTICES	TIME REQUIRED: 50 MINUTES
	A. Structured discussion--"Manifestations of Sex Bias and Discrimination in Vocational Education"	(15 minutes)
	B. Individual activity--"Recognizing Sexist and Nonsexist Behaviors"	(10 minutes)
	C. Small group processing	(15 minutes)
	D. Total group processing--"Combating Biased Policies, Programs, and Practices"	(10 minutes)
IV.	BREAK	TIME REQUIRED: 10 MINUTES
V.	ACTION PLANNING: OVERCOMING SEX BIAS AND DISCRIMINATION IN VOCATIONAL EDUCATION	TIME REQUIRED: 70 MINUTES
	A. Small group activity--"How to Recruit"	(15 minutes)
	B. Small group activity--"Developing a Plan for Recruiting Students into Programs Nontraditional to Their Sex"	(30 minutes)
	C. Total group processing	(15 minutes)
	D. Individual activity and total group sharing--"My Action Plan"	(10 minutes)
VI.	SUMMARY AND EVALUATION	TIME REQUIRED: 8 MINUTES
	A. Summary comments	(3 minutes)
	B. Session evaluation	(5 minutes)

TOTAL TIME REQUIRED: 180 MINUTES

I. INTRODUCTORY COMMENTS TIME REQUIRED: 7 MINUTES

Purposes of the activity:

The purposes of this activity are:

- to introduce any session facilitator(s) who may be new to the participants
- to provide a frame of reference for Application Session B for Vocational Education personnel
- to review with participants the objectives and activities of this Application Session

Materials needed:

For participant use: None

For facilitator use:

- Newsprint, markers, and tape

Facilitator preparation required:

The facilitator should:

- thoroughly review the total session outline and all participant materials
- review suggested introductory comments and adapt them to fit unique group needs and facilitator style
- list objectives of Session B on newsprint for review with the group (see "Session Specifications" for listing of objectives)

Procedure:

The facilitator should check to make sure that all participants are in the correct session by indicating that this workshop is Session B for vocational personnel. If the person conducting this session did not conduct Session A, she/he should take a moment to introduce herself/himself and any other facilitators who are new to the group. Any housekeeping chores such as location of restrooms, availability of refreshments, or distribution of materials should be dealt with at this time.

The following comments would be appropriate for establishing the frame of reference for this session:

"The purpose of both of the Application Sessions is to assist you in expanding your capabilities to provide nondiscriminatory vocational education

programs and services as required by Title IX and to attain sex equity in your programs as is necessitated by the changes occurring in our society. During the first session we focused on the social/educational and legal contexts for efforts toward nondiscrimination and sex equity. We considered patterns of sex segregation in the paid work force and in vocational education and the relationships between the two. We reviewed the application of Title IX to vocational education programs and the sex equity provisions of the Education Amendments of 1976. In short, we summarized the social and legal needs for equity.

"In this second session, we will focus on expanding our skills for the delivery of nondiscriminatory and equitable vocational education programs and services to females and males. We will discuss influences on the educational and vocational choices of females and males; work to increase our knowledge of and skills in identifying manifestations of sex bias in vocational education; and consider ways in which we may combat identified bias."

At this point the facilitator should post the newsprint with the session objectives listed and review them one by one along with the activities for achieving those objectives with the group. She/he should conclude the introduction with the following comments:

"As you recall, in Session A we reviewed a great deal of information--information regarding women's participation and status in the paid labor force, the evidence of sex stereotyping in vocational education programs, and the legal requirements for change. During this session the focus is on you--your responsibilities for sex equity in vocational education and the skills you will need to provide sex-fair vocational services. In the exercises of this session you will be completing tasks individually, working in both your role groups and in mixed role groups of counselors, teachers, and administrators, and sharing in total group discussion. The focus here is on adapting the information to apply it to your own functioning or program, and on learning from each other so that those of you with knowledge and experience in implementing sex equity can share with participants who may want to begin program development in your area of expertise."

At this point, the facilitator should pause to ask if there are any questions about the objectives and activities for meeting those objectives. After any questions have been answered, she/he should proceed to the first activity.

II. INFLUENCES ON THE EDUCATIONAL AND VOCATIONAL CHOICES OF FEMALES AND MALES — TIME REQUIRED: 35 MINUTES

(A) Individual activity and small group discussions--"What Happens to ...?" (15 minutes)
(B) Total group discussion--"Influences on the Educational and Vocational Choices of Females and Males" (15 minutes)
(C) Questions and answers (5 minutes)

Purpose of the activity:

The purposes of this activity are:

- to provide participants an opportunity to consider the various influences which can affect the educational and vocational choices of females and males
- to review with participants some of the major influences affecting females' and males' educational and vocational choices
- to initiate participants' consideration of the implications of these influences for the design of nondiscriminatory and equitable vocational education programs

Materials needed:

For participant use:

- "What Happens to Benny?"--Vocational Education Worksheet 9
- "What Happens to Benita?"--Vocational Education Worksheet 10

For facilitator use:

- Two sheets of newsprint: one sheet headed Benny; the other, Benita. Each one should be divided into two columns headed as follows:

  Influences against Influences for

Facilitator preparation required:

The facilitator(s) should:

- thoroughly review this total session outline and all participant materials
- review discussion points and adapt them to accommodate unique group needs and facilitator style
- prepare two sheets of newsprint as indicated above to use in recording group data

Procedure:

A. Individual activity and small group discussions--"What Happens to ...?" (15 minutes)

The purpose of this activity is to establish a context for later bias-recognition and program-planning activities by assisting them to consider the influences on the educational and vocational choices of females and males. It may be introduced with comments similar to the following:

"During Session A we spent some time reviewing the different patterns of occupational and vocational education participation of females and males. As we reviewed legislation relevant to sex equity in education, we referred frequently to sex discrimination, sex bias, and sex stereotyping.

"Let's try now to put some of this information together, and identify some of the ways in which sex bias and stereotyping may operate to produce these sex differentiated patterns. One way to do this is to look at case histories of two students and try to identify the factors that might influence their educational and vocational choices.

"In your materials you will find two worksheets, numbers 9 and 10, which introduce you to two students, one male and one female, and ask you to suggest some of the influences which you think may shape their lives. We'd like you to spend about five minutes completing the two worksheets individually. Begin with 9; complete it before you move to 10. There are no 'tricks' or hidden messages in the worksheets; just try to identify the kinds of factors which you believe may influence the choices and lives of the two students."

As participants complete the worksheets, the facilitator should remain available to answer questions or to provide assistance.

After about 5 minutes, or when most participants appear to have completed both worksheets, the facilitator should ask participants to form small groups of three persons each and to discuss their responses to the worksheets and their reasoning on each. Approximately 10 minutes should be allotted to the small group discussions. During the discussions, the facilitator should circulate through the room to observe the various groups and to identify any points which will be important to the group discussion which follows.

B. Total group discussion--"Influences on the Educational and Vocational Choices of Females and Males" (15 minutes)

Before beginning the discussion, the facilitator should post the newsprint sheets headed "Benny" and "Benita" in a place where they are visible to all participants and accessible to the facilitator for data recording.

She/he should initiate the group discussion by asking participants to share their responses to the worksheets, first for Benny and then for Benita. The facilitator may begin by asking for a show of hands as to how many participants thought that Benny would 1) complete the program, and 2) be successfully employed as an auto mechanic. She/he may then ask participants what they identified as influences favorable to these outcomes and, finally, what they identified as influences unfavorable to these outcomes. When the data for Benny have been shared and recorded, the process should be repeated for Benita.

After highlights of responses to all questions are recorded, the

facilitator should then ask participants to look at the newsprint sheets and to discuss the following questions:

- Are there patterns in the responses for Benny? For Benita?
- How are the two sets of responses similar?
- How are the two sets of responses different?
- What do the differences between the two sets reflect?
  - sex stereotypes?
  - differences in psychological, societal, or institutional conditions for females and males?
- What do participants consider to be the most important influences on both students?
- What important influences do participants identify which may affect one sex more than the other?

In discussing these questions, the facilitator may find it useful to raise some or all of the following points:

- Both females and males are affected in their vocational choices by a number of social factors--both tend to select educational programs and occupational choices consistent with societal norms. The societal norms now prevalent in most communities would encourage Benny's completion of the auto mechanics program and an employer's selection of Benny as a mechanic. Societal norms regarding appropriate occupations for women might discourage Benita's pursuit of the auto mechanics program and an employer's selection of Benita as an employee.
- Another social factor--that of socioeconomic status--is likely to have differential impact on Benny and Benita. The fact that both students are from single-parent families suggests that they may be from a lower socioeconomic group, as research indicates that single-parent families are more likely than other families to have incomes below the poverty level. If this is the case, Benny is more likely to complete the program than Benita, because research also indicates that males of lower socioeconomic status are more likely to complete education programs than are females from a similar status.
- Psychological factors may make it less likely for Benita to complete the program than Benny. As we reviewed in the first Generic Session, research shows that girls of high school age show a marked drop in career commitment, correlated with their perception that boys disapprove of working women.[1]
- It is unlikely that sex differences in ability would cause one student to succeed in the program and the other to fail. Studies of vocational aptitudes show that females and males exhibit no sex differences on tests of certain job-related skills but that in other skill areas one sex or the other will excel. In one such study of aptitude and knowledge areas, results showed no significant sex differences in 14 of the areas, men excelling in two, and women excelling in four. Findings of another study indicated no sex differences in two out of seven aptitude areas, men excelling in one, and women excelling in the other four.[2] Researchers agree that the differences in intellectual functioning and vocational

aptitudes are so minimal that they have little or no practical significance.

- Marriage and children are more likely to be a positive influence on educational participation for males than for females. Research suggests that if Benny marries and fathers children he is likely to pursue his education further than a single male. The opposite is likely to be true for Benita as it is for women in general. 3/

- In addition to such psychological and social influences on the educational and occupational choices of females and males, there are a number of institutional influences. These include such factors as:

  - sex-differentiated course or program admission requirements

  - sex-differentiated standards of student evaluation

  - sex differentiation in counseling, counseling materials, or tests

  - sex-stereotyped expectations reflected in the behavior of education personnel

  - the presence or absence of same-sex role models as instructors or students in various program areas or courses

  - sex differentiation in cooperative employment or work experience programs

  - institutional policies prohibiting participation by pregnant females or mothers

  These are examples of factors which clearly distinguish between females and males. In addition to such clear sex distinctions in institutional policies, programs, or practices are those institutional policies or practices which are sex-neutral on their faces but have differential impact on the participation of females and males. One example of such a policy or practice is the failure of most education institutions or employers to provide child care services for students or employees. Because women in our society are more likely than men to be responsible for child care, the absence of such services is more likely to affect their participation than the participation of men.

- One recent social influence which may counterbalance some of the factors which work against Benita's completion of the program and successful employment are recent laws prohibiting sex discrimination in education and employment. These laws may help to modify some of the negative institutional influences which may affect Benita.

- It is possible to identify a number of influences which might be brought to bear to support Benita's progress as an auto mechanic. These include such things as:

  - special recruitment, counseling, and support programs for women interested in pursuing nontraditional educational programs or employment

- the provision of training to educators and employers regarding nondiscrimination laws and their implementation

- efforts to inform parents and community members of the needs and rights of their sons and daughters

- efforts to inform students of the costs of sex stereotyping in their lives and the ways in which it may be overcome

The facilitator should conclude the discussion by explaining that participants will have opportunities in subsequent activities to further examine some of the institutional influences as they operate in vocational education programs and to begin to identify strategies and to develop plans to overcome sex discrimination, bias, and stereotyping in their programs.

C. Questions and answers (5 minutes)

The facilitator should provide an opportunity for questions and answers before moving on to the next section.

III. RECOGNIZING SEX BIAS IN VOCATIONAL EDUCATION POLICIES, PROGRAMS, AND PRACTICES — TIME REQUIRED: 50 MINUTES

(A) Structured discussion--"Manifestations of Sex Bias and Discrimination in Vocational Education" (15 minutes)
(B) Individual activity--"Recognizing Sexist and Nonsexist Behaviors" (10 minutes)
(C) Small group processing (15 minutes)
(D) Total group processing--"Combating Biased Policies, Programs, and Practices" (10 minutes)

Purposes of the activity:

The purposes of this activity are:

- to provide participants an opportunity to consider the factors which influence the educational and vocational choices of females and males
- to increase participants' skills in the recognition of the instances of sex bias and discrimination in vocational education
- to strengthen participants' skills in the recognition and generation of methods and techniques to combat sex discrimination and sex bias in vocational education
- to provide participants a structure for identifying sex discrimination and sex bias in vocational education policies, programs, and practices

Materials needed:

For participant use:

- "Recognizing Sexist and Nonsexist Behaviors"--Vocational Education Worksheet 11 (for administrators), Vocational Education Worksheet 12 (for counselors), and Vocational Education Worksheet 13 (for teachers) and accompanying answer sheets: 11A, 12A, and 13A

For facilitator use:

- Chart--"Manifestations of Sex Bias and Discrimination in Vocational Education" on newsprint or chalkboard (see part A of this section)
- Newsprint, marker, and tape or chalkboard and chalk

Facilitator preparation required:

The facilitator should:

- thoroughly review this total session outline and all participant materials
- review suggested discussion points and adapt them to accommodate unique group needs or facilitator style

- prepare chart as indicated above from the material in this section under "A". Only the categories (those items which appear in all capital letters) should be listed; examples (which appear without capital letters) will be added during the discussion.

Procedure:

A. Structured discussion--"Manifestations of Sex Bias and Discrimination in Vocational Education" (15 minutes)

Suggested facilitator comments:

"We've just discussed some of the major institutional influences which can affect the educational and vocational choices of females and males and function to encourage or discourage their participation in vocational education programs which are nontraditional to their sex. The influences we've considered suggest some of the reasons for the sex-segregated occupational and educational patterns we reviewed during the first application session.

"Now we would like to look in some detail at the specific manifestations of these institutional influences in vocational education programs. We will be looking at the manifestations which may occur within the job responsibilities of persons represented in this group--vocational education administrators, counselors, and teachers.

"We are going to be examining those policies, programs, and practices in vocational education which may differentially affect or treat students or employees. We will be considering both those which are specifically prohibited by Title IX (e.g., sex discrimination in: admissions; student access to courses and programs; counseling and guidance tests, materials, and practices; student treatment and regulations; financial assistance; and employment) and those which are not specifically dealt with under Title IX but which may still have differential effects on persons based on their sex. (At this point, it is important to remember that the implications of Title IX requirements are continually interpreted by the courts. It is possible that practices which are not now explicitly covered under Title IX--e.g., some types of classroom behavior of individual teachers--may be held by court decisions to be covered by general Title IX prohibitions of discrimination.)

"We will discuss some of the specific forms of sex discrimination as they occur in administrative roles, counseling roles, and instructional or teaching roles. Although specific manifestations exist for each group, generally bias and discrimination within administration have a counterpart in counseling and teaching and vice versa. It's important for you to be aware of the manifestations of sex bias and discrimination in other areas so that you:

- *understand the full range of discrimination and bias which exists in vocational education*
- *are able to recognize bias and discrimination affecting students in areas other than your own*
- *work toward eliminating all forms of sex bias and discrimination affecting students, not just within your own specific area of responsibility"*

At this point the facilitator should post the chart of the "Manifestations of Sex Bias and Discrimination in Vocational Education" clearly in view of all group members. This chart contains the categories which are in capital letters --not the examples. The following comments would be appropriate for the facilitator to use in introducing the chart:

"Here is a listing of some of the major areas of sex bias and discrimination in vocational education administration, counseling, and instruction. Let's take a close look at the major areas. I would like you to contribute examples from your own experience which would illustrate the kinds of bias and discrimination which might occur under each category."

The facilitator should go through the chart with the group in a manner which will help participants understand both the individual categories and their manifestations and the parallelisms between the manifestations in administrative, counseling,and instructional functioning. One suggested way would be for the facilitator to begin by selecting administrative policies/procedures and asking the group for a specific example of sexism in this category. Then she/he could ask a counselor and teacher to contribute similar examples from their spheres of responsibility. For the second item the facilitator might select counseling materials, including tests, and give a couple of examples. Then he/she might ask administrators and teachers for parallel examples. The facilitator can share examples from the chart in this outline as necessary to stimulate discussion. The participants should, when assisted by the facilitator, be able to identify many more examples than are presented on the chart. As examples are identified, the facilitator should record their key words in the appropriate place on the chart.

CHART OF
MANIFESTATIONS OF SEX BIAS AND DISCRIMINATION IN VOCATIONAL EDUCATION
WITH CORRESPONDING EXAMPLES

ADMINISTRATORS

ADMINISTRATIVE POLICIES AND PROCEDURES

- excluding males from home economics and females from industrial arts
- scheduling classes in home economics which are made up of all male or all female students
- assigning males to administrative tasks

PRINT AND NONPRINT MATERIALS USED FOR COMMUNICATION WITH COMMUNITY, STAFF, OR STUDENTS

- showing only photographs of teachers in sex-traditional instructional areas in a staff recruiting brochure
- using sexist language such as the generic "man" (as in "chairman" or "shop foreman")

INTERACTION WITH STAFF AND STUDENTS-VERBAL AND NONVERBAL

- complimenting female staff primarily for their appearance; male staff, for job performance
- using flirting behaviors (winking, touching, joking) in an attempt to establish rapport with opposite-sex staff members

COUNSELORS

COUNSELING PROCEDURES AND PRACTICES

- suggesting to males that they enroll in industrial arts; females, in home economics
- channeling students into sex-traditional vocational classes/programs on the basis of data from sex-biased interest inventories

COUNSELING MATERIALS AND TESTS

- showing photographs of students only in sex-traditional areas in program recruiting brochures
- using sexist language such as the generic "man" in occupational titles such as repairman, fireman, salesman

INTERACTION WITH STUDENTS - VERBAL AND NONVERBAL

- praising students for sex stereotypic behaviors: males for being "mechanical;" females for being neat
- using flirting behaviors (winking, touching, joking) in an attempt to establish rapport with opposite sex students

TEACHERS

INSTRUCTIONAL PRACTICES

- dividing students into single sex groups for instruction
- giving male and female students different assignments solely on the basis of their sex

TEXTS AND INSTRUCTIONAL MATERIALS

- showing photographs of students only in sex-traditional areas or roles in texts and instructional materials
- sexist language such as the generic "man" as in "student foreman," "service man," "insurance man"

INTERACTIONS WITH STUDENTS - VERBAL AND NONVERBAL

- supporting female students primarily for positive social behavior and appearance while supporting males for academic and vocational achievement
- using flirting behaviors (winking, touching, joking) in an attempt to establish rapport with opposite-sex students

BEHAVORIAL EXPECTATIONS SET FOR STAFF AND STUDENTS

- expecting male teachers to be better disciplinarians, therefore assigning only males to monitor situations in which trouble might develop
- expecting female teachers to be emotional under pressure; male teachers, to be stoic

EVALUATION OF STAFF

- evaluating male and female teachers using different criteria (e.g., evaluating males for initiative, females for ability to take directions)
- showing preference for staff of one sex by giving them more positive evaluations (e.g., recommending only males for administrative training)

BEHAVORIAL EXPECTATIONS SET FOR STUDENTS

- expecting males to be more career oriented than females, therefore de-emphasizing career decision-making for females
- expecting female students to be emotional under pressure; male students, to be stoic

EVALUATION OF STUDENTS

- drawing different conclusions from identical data for female and male students (females should consider dental hygiene; males, dental lab technician work)
- making different recommendations regarding need for student support services solely on the basis of sex (e.g., recommending only males for cooperative employment programs)

BEHAVIORAL EXPECTATIONS SET FOR STUDENTS

- expecting males to be more able than females to handle responsibility, therefore assigning more leadership roles to male students
- expecting female students to be emotional under pressure; male students to be stoic

EVALUATION OF STUDENTS

- using different criteria for grading female and male students (e.g., grading males for initiative, females for neatness)
- showing a preference for students of one sex simply by giving them higher grades for comparable performance

(Note to facilitators: When preparing the display chart on "Manifestations of Sex Bias . . ." for use in the structured discussion, include on the chart only these categories which appear in capital letters. Leave space within the categories to enter examples (suggested here in lowercase letters) during the discussion. The examples presented here are only suggestions to help you get started. You and the participants should be able to identify many more examples under each category.)

The facilitator should conclude the discussion by asking participants whether they have any questions on the categories/examples discussed, or any additional categories that they would like to suggest.

B. Individual activity--"Recognizing Sexist and Nonsexist Behaviors" (10 minutes)

The purpose of this activity is to expose participants to specific examples of the kinds of sex bias considered in the structured discussion. It utilizes three worksheets designed to utilize the bias-recognition skills of each group of participants--administrators, counselors, and instructors.

The facilitator should introduce this activity with comments similar to the following:

"This next activity is designed to help you to assess your skills in recognizing the kinds of sex bias and discrimination we have been discussing on the chart as they might occur in your own job function. In your materials you should each find copies of Worksheets 11, 12, and 13. Worksheet 11 is intended for use by those of you who are administrators, Worksheet 12 by counselors, and Worksheet 13 by instructional personnel. Please take a moment to read the instructions.

"You will note that the instructions on your worksheet explain that the worksheet contains descriptions of a number of situations in vocational situations and several possible responses to each. You will be reading each situation and categorizing it according to the criteria listed on the worksheet. Let's review these criteria briefly.

"As we mentioned in introducing the chart, a policy, practice, or procedure which is sexist (one which differentiates between persons solely on the basis of sex) may be of two types:

- *discriminatory - one which is explicitly prohibited under Title IX (e.g., refusing to admit females to an industrial arts course)*
- *sex-biased - one which treats or affects persons differently on the basis of sex, but is not specifically prohibited under Title IX (e.g., using industrial arts curricular materials which reflect sex-stereotyped portraits of female clumsiness)*

"Similarly, when we seek to correct sex discrimination and sex bias, our actions may be of two types:

- *sex-fair - actions which make no distinctions on the basis of sex or which treat females and males equally (e.g., admitting all students to industrial arts classes if they select such classes)*

- *sex-affirmative* - *actions which attempt to compensate for or overcome the effects of past discrimination or bias (e.g., implementing a recruitment program designed to attract females to industrial arts courses)*

"In any situation on the worksheet, all responses might be sex fair, sex affirmative, discriminatory, or sex biased, or the responses may represent any combination of categories.

"Please read through the situations and categorize each response. You will have about 10 minutes for this activity. Are there any questions on the instructions?"

During this time, the facilitator should remain available to answer any questions or provide assistance as needed.

C. Small group discussions (15 minutes)

Once most group members have finished, the facilitator should ask them to pair with someone else in their role group of teacher, administrator, or counselor to compare answers and to discuss any items which they have questions about. While they are completing this task, the facilitator should move about the room, answering questions and clarifying items as necessary. After about 10 minutes the facilitator should call attention to the answer sheets which appear in the appendices of the participant materials (Worksheets 11A, 12A, and 13A).

Participants should have about five minutes to check their responses against the answer sheet. The facilitator should continue to move about the room to be easily accessible to individuals or pairs who have questions.

D. Total group processing--"Combating Biased Policies, Programs, and Practices" (10 minutes)

When most participants appear to have completed discussion of the majority of the items, the facilitator should call together the total group to process the activity.

After clarifying any basic questions which participants may have (e.g., "Why is response C to this situation sex fair?") the facilitator should ask for volunteers to describe how they determined whether something is sex fair or sex affirmative. It is useful if the group can formulate a set of criteria or indicators for both of these concepts while the facilitator records the suggestions on newsprint. These two concepts are important ones to the planning of sex equity efforts.

It is important that participants indicate their understanding of the following:

- that because of past bias, a sex-fair policy may not eliminate differential participation by females and males in various programs (e.g., if females have never been permitted to take trade and industrial courses, suddenly removing the discriminatory prohibition on their admission to these courses is not likely to result in immediate changes in female enrollments)

- active efforts may be necessary to overcome the effects of past discrimination and bias (e.g., special recruitment programs stressing opportunities for women in trade and industrial occupations may be necessary if females are to recognize that trade and industrial courses are viable educational options for them)

The facilitator may find it useful to refer back to the chart on "Manifestations of Sex Bias..." and ask participants to suggest both sex-fair and sex-affirmative steps which may be taken to correct the bias and discrimination identified in the examples.

After participants have demonstrated their understanding of these concepts through several appropriate suggestions, the facilitator should solicit and answer any remaining questions and announce a 10-minute break.

IV. BREAK TIME REQUIRED: 10 MINUTES

V. PROGRAM PLANNING: OVERCOMING SEX BIAS AND DISCRIMINATION IN VOCATIONAL EDUCATION

TIME REQUIRED: 70 MINUTES

(A)	Small group activity--"How to Recruit"	(15 minutes)
(B)	Small group activity--"Developing a Plan for Recruiting Students into Programs Nontraditional to Their Sex"	(30 minutes)
(C)	Total group processing	(15 minutes)
(D)	Individual activity and total group sharing--"My Action Plan"	(10 minutes)

Purposes of the activity:

The purposes of this activity are:

- to provide participants an opportunity to consider methods and programs through which vocational education personnel can recruit females and males into programs/courses nontraditional to their sex and ensure their successful completion of these programs/courses
- to provide participants an opportunity to strengthen their skills-planning programs related to the overcoming of sex bias and discrimination in vocational education
- to enable participants to develop their own specific action plans for implementing sex equity efforts within their own institutions

Materials needed:

For participant use:

- "How to Recruit"--Vocational Education Worksheet 14
- "Developing a Plan for Recruiting Students into Vocational Training Programs Nontraditional to Their Sex"--Vocational Education Worksheet 15
- "Program Planning Outline"--Vocational Education Information Sheet 16
- "My Action Plan"--Vocational Education Worksheet 17

For facilitator use:

- Newsprint, markers, and tape
- "Easy" and "Difficult" newsprint sheets of group data from Section I, Session A
- "Influences" newsprint sheets of group data from section II, Session B

Facilitator preparation required:

The facilitator(s) should:

- thoroughly review the total session outline and all participant materials
- review suggested comments and adapt them to accommodate unique group needs and facilitator style

Procedure:

A. Small group activity--"How to Recruit" (15 minutes)

If the composition of the group permits, as participants return from the break, they should be asked to form role groups of administrators, teachers, or counselors with five or six people in each group. She/he may find this easiest to accomplish by allowing all participants to reassemble; asking for a show of hands by administrators, by counselors, and by teachers; and suggesting that the various role groups assemble in particular locations in the room. If the group does not contain sufficient numbers of persons of each role to permit such role groups, then participants should simply be asked to form small groups of five or six persons each.

The facilitator can begin this activity with comments similar to the following:

"In the first half of this session we examined the kinds of sex bias and discrimination found in vocational education administration, counseling, and teaching. We also looked at the kinds of social, psychological, and institutional influences which affect the educational and vocational choices of females and males. Now we want to use that information and build on those experiences by moving toward the development of plans and programs to eliminate sex bias and discrimination in vocational education programs. This section will have two different emphases: first, we'll work in small groups to develop a recruiting program for increasing the numbers of females and males in courses nontraditional to their sex in a vocational education program. Then each of you will begin to develop your own personal plan for implementing sex equity efforts within your own school. These activities should be particularly helpful as you develop programs which remedy the effects of past discrimination prohibited under Title IX, or which implement the Education Amendments of 1976."

Next, the facilitator should ask participants to review with her/him Vocational Education Worksheet 14, explaining that this worksheet provides directions for a short exercise designed to encourage participants to generate ideas that will aid them with their task of program development. The purpose of the activity is to help participants identify or "brainstorm" as many suggestions as possible as to how they can recruit and assure the successful completion of students in vocational education courses nontraditional to their sex. During this activity, participants should contribute ideas from their own point of view: that of a teacher, counselor, or administrator.

The facilitator should also review with the group the basic principles of brainstorming:

- that the purpose of brainstorming is to generate as many ideas as possible within a short period of time
- that there is to be no evaluation of any of the ideas

She/he should add that evaluation tends to reduce the number of ideas produced. Persons are less likely to contribute if they know that someone in the group might criticize their suggestions. Furthermore, although an idea may be impractical, that idea may stimulate someone else to contribute one which would be highly workable.

Before giving the "go" signal, the facilitator should make sure that each group has appointed a recorder and has the necessary materials for recording data. The facilitator should indicate that the groups will have 10 minutes and give the "go" signal.

During the brainstorming period the facilitator should move from group to group to make sure that evaluative statements are not being made. If they are, she/he should remind the group of the rules and ask them to suggest another idea. At the end of 10 minutes the facilitator should call time and ask the recorders from each group to post their ideas and review them with the total group. After all three groups have shared their ideas the facilitator should ask the participants to examine them in light of the following questions:

- How similar or how different are suggestions from the three groups?
- To what extent are they interdependent--that they require the cooperative efforts of administrators, counselors, and teachers?
- To what extent overall are the suggestions practical or impractical?
- Can participants identify any ideas appropriate to a particular role group which were missed by the persons in that role group? (e.g., Do counselors have suggestions for administrator activities, etc.)

B. Small group activity--"Developing a Plan for Recruiting Students into Programs Nontraditional to Their Sex" (30 minutes)

At this time the facilitator should ask the participants to move from their separate role groups into mixed four-person groups of counselors, administrators, and teachers. In these groups their task is to develop a program for recruiting female and male students into vocational education courses nontraditional for their sex. The "easy" and "difficult" newsprint sheets from section I, Session A, and the "influences" sheets from section II, Session B should be posted where participants can see them easily. Group members may want to review these sheets in selecting a focus area or work activities for their programs.

After groups are established, the facilitator should ask participants to read through Vocational Education Worksheet 15. When most have finished, she/he should review the total task with the group. The following comments would be appropriate:

"You are on the staff of a two-year vocational high school in a district with an enrollment of 25,000 students. This is a city district adjacent to a major metropolitan area. Students come to Stivers High School for their last two years of secondary school, during which they complete a vocational training program, finish basic academic requirements for graduation, and participate in a work experience program. Before starting at Stivers, some students have completed a prevocational program; others have not. Stivers offers a full range of extracurricular activities for students.

"The board of education of the district has enacted a policy of nondiscrimination on the basis of sex in compliance with Title IX requirements. It has also disseminated guidelines for the implementation of that policy.

In accordance with those guidelines, Stivers is developing an affirmative program designed to comply with Title IX and to ensure sex equity in vocational education.

"One of the long range goals of the program is to balance female and male enrollments in vocational education courses, programs, or areas so that students of both sexes are represented in proportion to their representation in the total student body, plus or minus 15 percentage points. Because the student body is approximately 50 percent male/50 percent female, that would mean that all course, program, or area enrollments should be within the 35 percent/65 percent range of females and males. In this activity you will be developing a recruiting plan to increase the numbers of students in courses/programs atypical to their sex as one means of achieving the long range goal.

"Enrollments by sex of all courses/programs at Stivers are listed on pages 2 and 3 of the worksheet. Enrollments in multiyear programs such as Business Data Processing I and II or Secretarial I and II have been consolidated to simplify the task. The first decision your group needs to make is what instructional area you would like to select for developing a recruiting plan. It could be a course (singles living), a program (carpentry), or an area (health occupations). You could also select two programs (floristry and ornamental horticulture, for example) if a grouping of two or more is basic to your recruitment plan. The area(s) you select may be those you are most familiar with, those that show the greatest discrepancies in female and male enrollments, or ones that appear on the 'easy' and 'difficult' newsprint sheets which are also offered at Stivers.

"Feel free to make any assumptions about the courses/programs that you believe to be appropriate (e.g., that curriculum adaptations to ensure that a course or program meets the needs of students of both sexes either have or have not been made).

"The sample recruiting plan on pages 4-6 of the worksheet will serve as a guide. Notice that your first task is to indicate the program areas to be covered in your plan and the criteria you used in making this selection. Then you list up to three objectives which will contribute to the achievement of the goal of balancing male/female enrollments to the 35/65 percent range are asked to indicate timelines for each objective, and to list up to three specific work activities for achieving your objectives. In formulating objectives and work activities, you should draw freely on the data generated in the brainstorming activity and in previous session activities, such as the discussion on influences on females' and males' educational and vocational choices. As you formulate your work activities, you will need to indicate who has major responsibility for seeing that the work activity is carried out and the date for its completion.

"In the time allotted (approximately 25 minutes) you are to complete at least one recruiting plan, more if time allows. Extra recruiting plan sheets are provided in your worksheet (pages 9-11) for those who need them.

"As you work, I (and other facilitators) will be moving from group to group to help in any way. Please feel free to call on us should you need assistance at some point."

After the facilitator completes these instructions, the groups should begin their task. The facilitator(s) should remain available

to clarify questions or provide any needed assistance.

C. Total group processing (15 minutes)

At the end of the allotted work time, the facilitator should reconvene the total group and ask for volunteers to share one of their plans with the total group. At least four or five plans should be shared with the total group; more may be shared if time permits.

After several plans have been shared, the facilitator should initiate a total group evaluation of the plans. She/he may ask such questions as:

- Were certain areas/programs/courses selected more often than others? What does this indicate about the difficulty of recruiting in various efforts?
- Were the objectives appropriate to achieving the goal? Practical? Specific?
- Were a diversity of work activities suggested or was there a tendency to rely on several types of activities to accomplish the objectives?
- What are the strengths of the plans presented? The weaknesses?

The facilitator may also find it useful to ask the group to look at the "influences" newsprints posted, and to determine whether there are any significant influences which should be incorporated into the recruiting plans.

The facilitator should ensure in the discussion that participants consider the variety of activities which may be useful in recruiting. Activities may involve a diversity of persons or groups--student peers, parents, teachers, counselors, employers--and they may utilize a variety of mediums or techniques--print, audio-visual, training awareness-building and support groups, experimental curricula, etc. It may be useful to select several objectives and ask the group to think of as many alternative ways of accomplishing each one as possible.

After review and evaluation of the plans, the facilitator should explain to the participants that they have just completed the first steps of the program-planning process. Although their plans are specifically related to overcoming sex bias and discrimination in vocational education, the complete planning process is applicable to any issue.

The facilitator should refer to Vocational Education Information Sheet 16 and review with the group the seven steps of program planning. Point out that they completed only step one, setting goals and objectives, and part of step two, developing work activities. To the extent possible, the facilitator should use data gathered from the participants' recruiting plans in reviewing the first two steps.

After the facilitator has completed the review of the seven steps, she/he should pause for questions before moving on to the basic principles of program planning. Again, these should be reviewed one by one, and discussed in the context of the groups' plans to the extent possible.

The facilitator should close the discussion by indicating to the participants that they will have the opportunity to work through the entire program-planning process in the final activity in this session.

D. Individual activity and total group sharing--"My Action Plan" (10 minutes)

The facilitator should introduce this final activity be reminding participants that the test of their workshop experience will be the extent to which they can apply this experience to sex equity efforts in their own programs. She/he should explain that this last activity will provide them an opportunity to begin development of an action plan for their own program. As they work on their plans, they should seek to integrate the information provided throughout the application sessions with the planning process described in the preceding activity.

The facilitator should ask participants to turn to Vocational Education Worksheet 17; she/he should then review the directions with the participants. They are to decide what they themselves would like to do to implement sex equity in their own situations and begin to develop a plan for doing so. Their objectives should be those which they can do primarily on their own rather than those involving the cooperation and assistance of other vocational education personnel. Possible objectives could range from something relatively simple such as eliminating the use of sexist terms in one's oral and written language to something more complex such as adapting one's curriculum to meet the interests and needs of students of both sexes. Again, participants might want to review the "easy," and "difficult," and "influences" newsprint sheets for possible ideas.

In this activity, participants will be working through a more complete program-planning process rather than they did in the previous activity. The facilitator should mention that the process has been simplified for personal action planning; detailed process would be necessary for a more comprehensive program involving other vocational personnel. After reviewing each item very briefly, the facilitator should ask participants to complete the worksheet individually, working for approximately 5 minutes. During this time the facilitator should remain available to answer any questions group members might have. After about 5 minutes, the facilitator should ask for participants who are willing to share their plans with the total group. This sharing is an important opportunity for participants to receive new ideas and for the facilitator to reinforce important points which are made.

VI. SUMMARY AND EVALUATION — TIME REQUIRED: 8 MINUTES

(A) Summary comments (3 minutes)
(B) Session evaluation (5 minutes)

Purposes of the activity:

The purposes of this activity are:

- to provide participants with a summary of Application Sessions A and B for Vocational Education Personnel
- to address any remaining concerns and questions in preparation for concluding the session
- to enable participants to evaluate Application Sessions A and B for Vocational Education Personnel

Materials needed:

For participant use:

- "Worksheet Evaluation Form"--Vocational Education Worksheet 18

For facilitator use: None

Facilitator preparation required:

The facilitator should:

- review this total session outline and participant materials

Procedure:

A. Summary comments (3 minutes)

Comments similar to the following would be appropriate for the facilitator to use in summarizing this session:

"During this application session we have considered the influences upon the educational and vocational choices of females and males; identified some of the forms and manifestations of sex bias and sex stereotyping in vocational education and some of the techniques for combating this bias; developed initial plans for recruiting students into vocational education programs nontraditional to their sex. With this base of knowledge and experience, we have begun to develop plans for sex equity efforts in our own program and institutions.

"The information and experiences provided in this session provide only a baseline for increasing your capability to overcome sex bias and discrimination in vocational education programs. We hope that each of you will continue to extend your learnings and skills as we work to achieve sex equity.

"In the next session we'll move toward an examination of the ways in which we can extend our personal efforts to provide sex equity to a consideration of organizational/institutional change. During that session we'll be extending our knowledge of and skills in the change or growth process as it relates to changing organizations."

B. Session evaluation (5 minutes)

The purpose of the workshop evaluation is to provide training and administrative staffs with information regarding participants' evaluation of the workshop and to identify needs for continued training and staff development. The facilitator may wish to intrcduce this activity with the following comments:

"We would like each of you to take out Vocational Education Worksheet 18 which is the workshop evaluation form. You will note that the questions provided in this evaluation are designed to obtain two kinds of information:

- *Your feedback regarding this workshop--What activities were most useful? Which ones were least helpful? What do you believe you gained from the workshop? Your answers to these questions can help us to improve our inservice programs and to learn where we were 'on' or 'off' target.*

- *Your ideas regarding future needs and follow-up--We are also asking you to help us in identifying follow-up activities and areas for future inservice training programs. Please indicate any ideas which you may have regarding activities which could assist you and other staff in achieving sex equity.*

"Would you take a moment or two now to complete the form and turn it in before you leave?"

The facilitator should allow a few minutes for participants to complete the evaluation forms. Then she/he should acknowledge the contributions of workshop staff and participants and adjourn. As participants leave, it is often advisable to station facilitators at the exits to collect the evaluation sheets.

FOOTNOTES

1/Peggy Hawley, "What Women Think Men Think," Journal of Counseling Psychology 18 (1971): 193-194

2/Jon J. Darkin, The Potential of Women, Research Bulletin 87 (Washington, D.C.: Johnson O'Connor Research Foundation, 1972, Manual for the General Aptitude Test Battery, Section III: Development (Washington, D.C.: U.S. Department of Labor, 1970), and Robert C. Droege, "Sex Differences in Aptitude Maturation During High School," Journal of Counseling Psychology (1967): 407-411.

3/U.S. Department of Health, Education, and Welfare, National Center for Education Statistics, Barriers to Women's Participation in Postsecondary Education, by Esther M. Westervelt (Washington, D.C.: Government Printing Office, 1975), p. 42.

OVERCOMING SEX DISCRIMINATION AND ATTAINING SEX EQUITY IN VOCATIONAL EDUCATION: THE SOCIAL/EDUCATIONAL AND LEGAL CONTEXT

Participants' Materials For Session A
For Vocational Educators

Prepared for the
Title IX Equity Workshops Project
of the Council of Chief State School Officers

by the
Resource Center on Sex Roles in Education
National Foundation for the Improvement of Education

ATTAINING SEX EQUITY IN VOCATIONAL EDUCATION:
AN INTRODUCTORY ASSESSMENT

Vocational Education Worksheet 1

1. What types of examples of differential treatment of female and male students or employees can you identify in vocational education programs? (Be as specific as you can.)

2. What have you found (or do you expect to find) easiest in implementing Title IX and/or working to attain sex equity in your vocational education programs? (e.g., Which forms of differential treatment are easiest to modify?)

   Why?

3. What have you found (or do you expect to find) most difficult in implementing Title IX and/or working to attain sex equity in your vocational education programs?

   Why?

4. What do you think will be the most important results or outcomes of efforts to implement Title IX and to attain sex equity in your vocational education programs?

FEMALE AND MALE PARTICIPATION IN THE PAID WORK FORCE
AND IN VOCATIONAL EDUCATION PROGRAMS: WHAT ARE THE FACTS?

Vocational Education Worksheet 2

Directions: These multiple choice questions are designed to help you assess your knowledge of females' and males' participation in the paid work force and in vocational education programs. Under each statement you will see a number of alternative answers which could fill in the information missing in each statement. Select the alternative you believe is correct, and write its letter in the blank to the right of the statement.

1. Women make up_____of the nation's paid work force. _____

   a. 26% b. 41% c. 54%

2. For every $1.00 men earn, women earn_____. _____

   a. 95¢ b. 76¢ c. 57¢

3. _____of American women between the ages of 18-64 are employed outside the home. _____

   a. 41% b. 34% c. 54%

4. _____of American men between the ages of 18-64 are employed outside the home. _____

   a. 74% b. 86% c. 91%

5. The average young woman today can expect to spend _____years in the paid work force. _____

   a. 7.3 b. 17.1 c. 22.9 d. 31.2

6. The average 20-year-old American male can expect to work for pay outside the home for _____years. _____

   a. 36 b. 52 c. 42

7. Out of every 10 young women in high school today, _____ will work for pay outside their homes at some point in their lives. _____

   a. 9 b. 5 c. 7.4

8. Both husband and wife work in _____percent of the nation's marriages. ____

a. 35 b. 47 c. 28

9. The median income of working women with four years of college is _____that of men who have completed eight years of elementary school. _____

a. greater than b. the same as c. less than

10. The difference between the average yearly incomes of male and female workers has_____over the past 20 years. _____

a. increased b. decreased c. remained the same

11. _____women have the highest labor force participation of any group of women. _____

a. Asian American b. Black c. Hispanic d. Native American e. white

12. About_____out of ten adult women are either single, widowed, divorced, or separated from their husbands and are therefore responsible for their own financial support. _____

a. four b. six c. eight

13. Women workers are absent from work_____male workers. _____

a. more than b. less than c. as often as

14. In 1973, the average earnings of white males and females and minority females and males were distributed from highest to lowest in the following order. _____

a. white males, white females, minority females, minority males
b. white males, minority males, white females, minority females
c. white males, minority females, white females, minority males

15. _____percent of all women workers are employed in clerical occupations. _____

a. 11.2 b. 18.1 c. 27.8 d. 35.0

16. Fifty percent of men in the paid labor force are employed in the three occupational categories which employ the largest number of men (skilled crafts, professional and technical occupations, and mangerial occupations). In contrast, _____percent of all women in the paid labor force are employed in three occupational groups (clerical occupations, service occupations, and professional/technical occupations). ____

a. 40 b. 60 c. 70

17. _____percent of all vocational education programs had enrollments which were 90 percent male or 90 percent female in 1976. ____

a. 15 b. 27 c. 39

18. The vocational training area with the largest female enrollment (more than one-third of all females enrolled in vocational education) is_____. ____

a. consumer and homemaking programs
b. occupational home economics
c. office occupations

19. _____percent of all students enrolled in vocational education programs in the area of trades and industry in 1976 are female. ____

a. 13 b. 21 c. 34

20. Trends in male/female enrollment in vocational training programs show that ____

a. females are enrolling in traditionally male courses at a faster rate than males are entering traditionally female programs
b. males are enrolling in traditionally female courses at a faster rate than females are entering traditionally male programs
c. the entry of males and females into programs nontraditional to their sex is occurring at about the same rate

SEX DISCRIMINATION/SEX EQUITY IN
VOCATIONAL EDUCATION: WHAT DOES THE LAW SAY?

Vocational Education Worksheet 3

Directions: Listed below are twelve items which relate to sex discrimination/sex equity in vocational education policies, programs and practices. Please read each item and make a determination as to how Title IX requirements apply to each. Mark the items in the following way in the blanks provided:

P--if you believe it is prohibited by Title IX

R--if you believe it is required by Title IX

NA--if you believe that Title IX is not directly applicable to the item

1. Requiring females to demonstrate basic mechanical proficiency before admitting them to an auto mechanics class; not requiring such a demonstration by males _____

2. Maintaining single sex vocational clubs; for example, denying females entrance into Future Farmers of America _____

3. Developing programs to recruit both females and males into vocational education programs not traditional for either sex _____

4. Developing curriculum materials on the changing roles of women and men and women's entry into the work force for use in home economics courses _____

5. Assigning students to work experience programs according to an employer's preference for either male or female students _____

6. Requiring females in trades and industry programs to produce a guarantee of future employment before admission; making no such requirement of males _____

7. Developing publicity programs related to the elimination of sex bias in vocational education _____

8. Reviewing all vocational education course enrollments to identify courses in which enrollments are 80 percent male or 80 percent female; ensuring that these enrollments are not the result of sex discrimination in counseling _____

9. Providing special programs for homemakers who, as a result of divorce or separation, must seek employment _____

10. Revising recruitment materials for vocational education programs to ensure that they do not imply, either in texts or photographs, that certain programs or occupations are more appropriate for one sex than for the other _____

11. Refusing to hire a qualified male to teach child development because most students in the program are females and he "might cause problems" _____

12. Refusing to admit females to a technical program because there is only one restroom in the building where the program is housed and this restroom is used by males _____

THE EDUCATION AMENDMENTS OF 1976: A SUMMARY OF THE PROVISIONS RELATED TO SEX EQUITY IN VOCATIONAL EDUCATION

Vocational Education Information Sheet 4

The purpose of this information sheet is to provide a summary of the provisions of the Education Amendments of 1976 related to sex equity in vocational education.

It is organized in the following sections:

- background information on the Education Amendments of 1976
- a summary of the provisions of the Education Amendments of 1976 which relate to overcoming sex bias and sex stereotyping and achieving sex equity in vocational education programs
- a comparison of the sex equity provisions of the Education Amendments of 1976 with the nondiscrimination provisions of the regulation to implement Title IX of the Education Amendments of 1972

BACKGROUND INFORMATION: THE EDUCATION AMENDMENTS OF 1976

The Education Amendments of 1976 (Public Law 94-482) were signed into law on October 12, 1976, and became effective as of October 1977. Among the statutes modified by these Amendments is the Vocational Education Act of 1963, which authorizes Federal assistance to states for support of vocational education programs. Proposed regulations regarding the implementation of the Education Amendments were published in April of 1977; and after a period of comment and review, the final regulations were issued, becoming effective October 3, 1977. The material for this summary was derived from the legislation and from the regulations.

The 1963 Vocational Education Act established a system of "matching" grants to the states for the support of vocational education programs. Federal funds were allocated to states on the basis of certain characteristics of their populations, with the requirement that these funds be matched by the states and expended to support certain categories of programs. The 1976 Amendments make two major changes in the 1963 legislation.

First, they consolidate all the categorical grants established by the 1963 legislation (with the exceptions of those for consumer and homemaking programs and for special programs for the disadvantaged) into a single block grant to states. Eighty percent of this block grant is considered a "basic grant;" the remaining twenty percent is for "program improvement and supportive services." Within each of these two subcategories a number of specific alternatives for which states may expend these funds are delineated.

Second, the Amendments require the modification of the planning process which states must implement related to their use of Federal funds. One major modification requires the involvement of a wider variety of groups in the planning process.

One of the major priorities of that portion of the Amendments which pertains to vocational education is the overcoming of sex discrimination and sex stereotyping in vocational education. Provisions related to the overcoming of discrimination and bias are incorporated within each of the three major sections dealing with vocational education programs; they are included in the:

- requirements for the administration of tate and local vocational education programs
- provisions governing tate use of Federal vocational education funds
- requirements for national vocational education programs

With the exception of the provisions related to the composition of the local advisory council, the provisions of the 1976 Education Amendments apply directly only to Federal and state programs. However, they do establish priorities and programs which affect the design and implementation of local vocational education programs.

THE EDUCATION AMENDMENTS OF 1976: A SUMMARY OF THE PROVISIONS RELATED TO SEX EQUITY IN VOCATIONAL EDUCATION

Provisions of the 1976 Amendments which related to sex equity in vocational education are organized within three major categories:

- requirements for administration of state and local vocational education programs
- provisions governing state use of vocational education funds
- requirements for national vocational education programs

Relevant provisions in each of these categories will be summarized in this section.

Requirements for Administration of State and Local Vocational Education Programs

There are five major administrative requirements for state and one for local vocational education programs which are related to the overcoming of sex discrimination and sex stereotyping in vocational education. They include:

1. Designating full-time personnel to eliminate sex bias and discrimination in vocational education programs

   All states which receive Federal vocational education monies must designate personnel to work full time with the state board of vocational education in:

   - "furnishing equal education opportunities in vocational education programs to persons of both sexes; and
   - eliminating sex discrimination and sex stereotyping from all vocational education programs." (§ 104.72)

The functions of the person or persons designated include:

- taking action to create awareness of programs and activities designed to reduce sex bias and sex stereotyping in vocational education
- gathering, analyzing, and disseminating data on the status of men and women students and employees in vocational education programs of the state
- developing and supporting actions to correct problems identified in the process of these data-gathering, reviewing, and monitoring activities, including awareness of the Title IX complaint process
- reviewing the distribution of vocational education grants made by the state to ensure that the needs of women are addressed in all projects funded
- reviewing all vocational education programs in the state for sex bias
- monitoring the implementation of laws prohibiting sex discrimination in employment within state vocational education programs
- assisting local education agencies and other interested groups in the state in improving vocational education opportunities for women
- making available to the general public and to specified state and Federal agencies the information related to the existence of and procedures and plans for overcoming sex bias in vocational education
- reviewing the self-evaluations required by Title IX
- reviewing the state's five-year and annual program plans and submitting recommendations related to the overcoming of sex bias and discrimination in vocational education (§ 104.75)

All states are required to expend at least $50,000 from their basic grant funds to support the personnel working to carry out these functions. (§ 104.74)

2. Representing women's concerns on the state and local advisory councils for vocational education

All states are required to include on their advisory councils for vocational education representatives who are "women with backgrounds and experiences in employment and training programs, and who are knowledgeable with respect to the special experiences and problems of sex discrimination in job training, and employment, and of sex stereotyping in vocational education, including women who are

members of minority groups having special knowledge of the problems of discrimination in job training and employment against women in minority groups." (§ 104.92)

It is the function of the state advisory council on vocational education to:

- advise the state board with responsibility for the administration of vocational education programs regarding policy matters in the approved five-year tate plan
- assist the state board in the development of plans for state board evaluations
- evaluate vocational education programs, services, and activities according to annual program plans, to publish these evaluations, and to submit evaluation reports through the state board to the Federal government
- identify the vocational education, employment, and training needs of the state and to assess the extent to which vocational education and related programs represent a consistent and coordinated approach to meeting these needs
- provide technical assistance for the establishment and operation of local vocational education advisory councils (§ 104.93)

In addition, local agencies and institutions shall have an advisory council which has an "appropriate representation of both sexes and an appropriate representation of the racial and ethnic minorities found in the program area, schools, community, or region which the local advisory council serves." (§ 104.111)

The functions of the local advisory council include the following:

- to advise the agency or institution on current job needs and the relevance of programs being offered in meeting those job needs
- to consult with the agency or institution in developing its application to the state board (§ 104.112)

3. Including policies to eradicate sex discrimination in state five-year plans for vocational education

Each state must include in its five-year plan for vocational education a detailed description of the policies it will follow to ensure equal access to vocational education programs by both women and men. Each description must include a statement of actions which will be taken to overcome sex discrimination and sex stereotyping in all state and local vocational education programs and of incentives adopted by the state for local education agencies and institutions of vocational education to encourage enrollment by students in courses which are not traditional for their sex and to develop model programs to reduce sex stereotyping in training for and placement in all occupations.

The state plan must also set forth a program to meet the needs of homemakers who must seek employment after separation or divorce, single heads of households who lack adequate job skills, and persons who wish to seek employment in areas which are nontraditional for their sex. (§ 104.187)

4. Reviewing annual program plans for compliance with State policies regarding eradication of sex discrimination

Every state must, in its annual program plan, provide information regarding the compliance of this plan with the provisions of the five-year plan related to the provision of equal access to vocational education programs by men and women (§ 104.222)

In addition, each State must provide assurances that the person designated responsible for ensuring equal access by men and women to vocational education in the State has been provided an opportunity to review the plan before it is submitted to the Federal government for approval. (§ 104.262)

5. Evaluating vocational education programs for service to women

Each state board of vocational education is required, during the five-year period of the state plan, to evaluate each vocational education program or project supported by Federal, state, and local funds. Among the items to be evaluated are those services provided to women as one of several special populations. (§ 104.402)

Provisions Governing the State Use of Vocational Education Funds

The provisions of the Education Amendments covering state use of Federal funds for local vocational education programs distinguish between these areas in which states are required to expend funds and those areas where states may elect to expend funds.

From their basic grants for vocational education programs, states must expend funds for the following category of services:

- Vocational education programs for displaced homemakers

States must use funds under their basic grants, in accordance with approved five-year and annual program plans, to provide vocational education services for:

- persons who have been homemakers but who are seeking employment as a result of separation or divorce
- single heads of households who lack adequate job skills
- persons (female and male) who are in jobs which have been traditionally considered appropriate for their sex and who wish to seek jobs in areas which have not been traditionally considered appropriate for persons of their sex (§ 104.621)

These programs must include three components:

- organized educational programs to prepare persons in these special groups for employment

- special courses preparing these persons in ways to seek employment

- placement services for graduates of these special programs (§ 104.622)

States may use basic grant funds for the following services;

- Support services for women

States may use funds under their basic grants to provide support services for women entering vocational education programs designed to prepare persons for jobs which have been traditionally limited to men. (§ 104.601) Among the services which might be provided (when included in an approved five-year or annual program plan) are:

- Counseling--counseling women entering or enrolled in nontraditional programs on the nature of the programs and the difficulties which may be encountered by women; furnishing supportive services to assist students in adjusting to the new employment requirements

- Job development--providing materials and information to women regarding the opportunities available in nontraditional fields; providing women students opportunities to visit workplaces to observe work and work settings in jobs in nontraditional fields; bringing women into the schools to provide women students with information regarding the nature of work in these fields

- Job follow-up support--assisting women students in finding employment relevant to their training and interests; assisting students in the work force to deal with barriers experienced by women working in nontraditional areas (§ 104.602)

- Increasing the number of women instructors in nontraditional fields--increasing the number fo women instructors working in programs which have traditionally enrolled predominantly males, in order to provide supportive examples to women who are preparing for jobs related to these nontraditional programs (§ 104.603)

- Day care services for children of students

States may also use funds under their basic grants (when this use is specified in approved five-year and annual program plans) to provide day care services for students, including both females and males and single parents, in secondary and postsecondary vocational and education programs (§ 104.61 and § 104.612)

With the program improvement and supportive services funds of their block grant, states may support the following services:

- Programs to overcome sex stereotyping

  States may use Federal funds allocated for program improvement activities to support programs which are directed toward overcoming sex stereotyping in vocational education. Programs related to sex stereotyping may be funded in any of the three basic categories of program improvement services:

  - Research--funds may be used for developing new curriculum materials or reviewing and revising curricula to eliminate stereotypes based on sex, race, or national origin (§ 104.705)

  - Exemplary and innovative programs--states must give priority in the awarding of funds for exemplary and innovative projects to those which are designed to reduce sex stereotyping in vocational education (§ 104.706)

  - Curriculum development--funds may be used for the development and dissemination of curriculum, guidance, and testing materials designed to overcome sex bias in vocational educational programs; and for support services to assist teachers in meeting the needs of students enrolled in vocational education programs which have been traditionally limited to members of the opposite sex (§ 104.708)

- Vocational guidance and counseling

  Funds made available to states for program improvement and support services may be used to support several vocational guidance activities which can provide supportive services to women or contribute to the eradication of sex stereotyping in vocational education. Among those programs which may be funded are:

  - training programs which are designed to provide counseling and guidance personnel with information regarding

    --the changing work patterns of women

    --ways of overcoming occupational sex stereotyping

    --ways of assisting girls and women in selecting careers solely on the basis of their occupational needs and interests

  - vocational resource centers designed to meet the vocational guidance and counseling needs of special populations, including persons entering or re-entering the job market late in life (a significant proportion of these persons are likely to be women) (§ 104.763)

- Vocational education personnel training

  Funds made available to the states for program improvement and supportive services may be used for inservice training to assist vocational education teachers and other staff to overcome sex bias in vocational education programs. (§ 104.774)

- Grants to overcome sex bias

  States may use funds allocated for program improvement and supportive services to award grants to projects designed to overcome sex bias in vocational education. Awards are to be made in accordance with approved five-year and annual program plans; they may be made to support such projects as: (§ 104.792)

  - research on ways to overcome sex bias and sex stereotyping in vocational education
  - development of curriculum materials free of sex stereotyping
  - development of criteria for the review of curriculum materials for sex stereotyping
  - examination of existing curriculum materials for sex stereotyping
  - training to assist counselors, administrators, and teachers in ways of overcoming sex bias and assisting girls and women in selecting careers

States must use funds allotted to them in separate authorization for the following:

- Consumer and homemaking education

  States must use funds allocated for programs of consumer and homemaking education to support programs which:

  - encourage both females and males to prepare for combining the roles of homemakers and wage earners
  - encourage the elimination of sex stereotyping by promoting the development of curriculum materials which deal with
    - --increased numbers of women working outside the home
    - --increased numbers of men assuming homemaking responsibilities
    - --changing career patterns of men and women
    - --Federal and state laws relating to equal education and employment opportunities
  - prepare females and males who have entered or are preparing to enter into the work of the home (§ 104.904)

Requirements for National Vocational Education Programs

The last set of provisions of the Amendments relating to overcoming sex bias in vocational education pertains to national vocational education programs.

These provisions specify that:

- a national study of sex bias in vocational education will be conducted by the Commissioner of Education and submitted to Congress by October 1978 (P.L. 94-482, sec. 523(a))

- a system for reporting information, including race and sex, of vocational education students must be in operation by October 1978. All states will be responsible for submitting relevant data for this system on a yearly basis (§ 114.116)

- the National Advisory Council on Vocational Education must include in its membership minority and nonminority females and males with knowledge of women's issues and concerns (Vocational Educational Technical Amendments, sec. 162 (a))

- five percent of the funds appropriated for Federal vocational education programs are reserved for use by the Commissioner of Education for programs of national significance, some of which can be programs to overcome sex bias in vocational education (§ 105.104)

COMPARISON OF THE 1976 EDUCATION AMENDMENTS AND TITLE IX

The provisions of the Education Amendments of 1976 which pertain to sex discrimination and sex bias are similar to the requirements of Title IX (Education Amendments of 1972) in basic intent: both are directed at ensuring that equal opportunities are provided to females and males in vocational education programs. There are, however, several significant differences between Title IX and the Amendments:

- Title IX addresses the issue of sex discrimination in education programs; it generally requires that persons may not be excluded from, denied participation in, or be treated differently in education programs. The Education Amendments not only address sex discrimination, which is defined as "any action which limits or denies a person or a group of persons opportunities, privileges, roles, or rewards on the basis of their sex," but also sex bias, or "behavior resulting from the assumption that one sex is superior to the other," and sex stereotyping, or "attributing behaviors, abilities, interests, values, and roles to a person or group of persons on the basis of their sex."

- The Title IX regulation applies directly to local education agencies and institutions; with the exception of the local advisory council provision, the Education Amendments of 1976 apply directly only to state and Federal vocational education programs. They affect local vocational education programs and institutions indirectly through their specification of priorities and procedures for state use of Federal vocational education monies, which in turn affect state funding of various local vocational education programs and institutions.

- Title IX specifies a variety of forms of discrimination in education policies, programs, or practices which are prohibited. Those which apply to vocational education include prohibitions of discrimination on the basis of sex in admissions, access to courses, facilities, treatment of students, course completion and graduation requirements, student employment, marital or parental status, and employment of education personnel. The Education Amendments of 1976 complement the specific prohibitions of sex discrimination which are established by the Title IX regulation with a mandate for the development of programs to overcome sex bias, stereotyping, and discrimination in vocational education and an authorization to states to use Federal monies for this purpose.

THE EDUCATION AMENDMENTS OF 1976:
IMPLICATIONS OF THE SEX EQUITY PROVISIONS FOR LOCAL
VOCATIONAL EDUCATION PROGRAMS

Vocational Education Worksheet 5

The three major categories of provisions of the Education Amendments of 1976 related to sex equity in vocational education are listed below. Under each one, please list the possible implications of the provisions of that category for local vocational education programs.

Requirements for the Administration of State and Local Vocational Education Programs

Provisions Governing State Use of Federal Vocational Education Funds

Requirements for National Vocational Education Programs

ASSESSING SEX EQUITY IN VOCATIONAL EDUCATION: FOR ADMINISTRATORS

Vocational Education Worksheet 6

Listed below are a number of five-point scales which relate to administrator's responsibilities for ensuring nondiscrimination and sex equity in student access to courses. The far left point of the scale (1) indicates that little or no action has been taken to ensure nondiscrimination in the areas considered on the scales. The midpoint of the scales (3) identifies action steps which should be taken to ensure implementation of the Title IX requirement for nondiscrimination in student access to courses. The far right point of the scale (5) indicates some of the measures which could be taken to overcome sex discrimination, sex bias, and sex stereotyping and to implement programs consistent with the mandates of the Education Amendments of 1976.

As a guide, think of the left side as possible noncompliance with Title IX, the midpoint as effective implementation of Title IX, and right side as active efforts to eliminate the effects of sex discrimination and stereotyping in providing access to courses. Read each scale, then determine the point which you think best describes the efforts undertaken in your agency/program and circle the appropriate number. Remember that similar assessments regarding employment, student policies, and other areas covered by the Title IX regulation should be completed.

VW-6

HAVE YOU DONE THE FOLLOWING?

1.

1	2	3	4	5
No action taken in this area		Issued a policy directive on the implications of Title IX and requirements for nondiscrimination for vocational education to all appropriate staff?		Issued a policy directive on the implications of the Education Amendments and the need to overcome bias and stereotyping to all appropriate staff and encouraged them to submit ideas for program development?

2.

1	2	3	4	5
No action taken in this area		Reviewed policies governing access to vocational education courses and made modifications as necessary to ensure that they do not discriminate on the basis of sex?		Developed specific policies and programmatic guidelines for implementation of these policies to ensure sex equity in access to vocational education courses?

	1	2	3	4	5
3.	No action taken in this area		Asked staff to submit information on instances of sex discrimination in vocational education policies, practices, and materials?		Asked staff, students and parents to submit information on instances of sex discrimination, sex bias, and sex stereotyping in vocational education policies, practices, and materials and suggestions for their elimination?
4.	No action taken in this area		Mandated compliance with Title IX provisions related to vocational education courses/programs through administrative directive?		Held mandatory inservice training for all vocational education staff on procedures for providing sex equity in vocational education?
5.	No action taken in this area		Reviewed all descriptive materials related to student access to courses and modified them as necessary to ensure that they do not imply, either in text or in pictures, differential treatment of students on the basis of sex?		Developed and implemented special recruiting procedures and materials designed to attract and interest students in enrolling in vocational training nontraditional to their sex?
6.	No action taken in this area		Examined procedures, criteria, and testing instruments used in admitting or assigning students to vocational training and modified them as necessary to ensure that they do not discriminate on the basis of sex?		Notified parents and students of the procedures, criteria and testing instruments used and the ways that they ensure equal access to courses on the basis of sex? Made available special educational services to students to assist them in meeting these criteria?

VM-6 (page 2)

	1	2	3	4	5
7.	No action taken in this area		Identified all vocational education courses/programs with enrollments of 80 percent or more one sex and made sure that any such disproportionate enrollments are not caused by sex discrimination in counseling services?		Identified all courses/programs with enrollments of 65 percent or more one sex and developed and implemented action plans for reducing those discrepancies in the numbers of males and females enrolled?
8.	No action taken in this area		Reviewed all vocational education courses and curriculum outlines and modified them as necessary to ensure nondiscrimination on the basis of sex?		Made curricular and programmatic changes, including provision of support services, which will ensure females and males entering and completing courses/programs nontraditional to their sex?

VM-6 (page 3)

If your total equity score falls below 3, you may need to undertake the kinds of procedures suggested in the middle column to ensure that your program is in compliance with Title IX. If your score is above 3, it indicates that you have made efforts to overcome sex bias and stereotyping; continuing efforts might be funded by your state vocational education agency under funds authorized by the Education Amendments of 1976.

Total equity score:_____
(Compute total for all scales and divide by 8.)

ASSESSING SEX EQUITY IN VOCATIONAL EDUCATION: FOR COUNSELORS

Vocational Education Worksheet 7

Listed below are a number of five-point scales which relate to counselors' responsibilities for ensuring nondiscrimination and sex equity in student access to courses. The far left point of the scales (1) indicates that little or no action has been taken to ensure nondiscrimination in the areas considered on the scales. The midpoint of the scales (3) identifies action steps which should be taken to ensure implementation of the Title IX requirement for nondiscrimination in student access to courses. The far right point of the scale (5) indicates some of the measures which could be taken to overcome sex discrimination, sex bias, and sex stereotyping and to implement programs consistent with the mandates of the Education Amendments of 1976.

As a guide, think of the left side as possible noncompliance with Title IX, the midpoint as effective implementation of Title IX, and the right side as active efforts to eliminate the effects of sex discrimination and sex stereotyping in providing access to courses. Read each scale, then determine the point which you think best describes the efforts undertaken in your agency/program and circle the appropriate number. Remember that similar assessments regarding employment, student policies, and other areas covered by the Title IX regulation should be completed.

VW-7

HAVE YOU DONE THE FOLLOWING?

1.

1	2	3	4	5
No action taken in this area		Familiarized yourself with the implications of Title IX regulatory requirements regarding nondiscrimination in student access to courses as they pertain to counseling services?		Familiarized yourself with the Education Amendments of 1976 regarding the elimination of sex discrimination, sex bias, and sex stereotyping in student access to vocational education; identified their implications for counseling services; and made suggestions for your programs?

2.

1	2	3	4	5
No action taken in this area		Reviewed your counseling policies, practices, and materials to assess their compliance with Title IX and made modifications as necessary?		Adopted counseling policies, practices, and materials that are not only sex fair but sex affirmative (designed to overcome the effects of past discrimination and bias)?

	1	2	3	4	5
3.	No action taken in this area		Notified students that all vocational education courses/ programs are open equally to females and males?		Implemented special programs so that students electing to enroll in vocational training are making informed choices based on an understanding that not only are all courses open to both females and males but that nontraditional courses may be viable options appropriate to their individual needs and interests?
4.	No action taken in this area		Examined all tests, testing procedures, and criteria used in assigning students to vocational courses/programs to ensure that they do not permit or require differential treatment of students on the basis of sex?		Implemented efforts to identify tests which do not differentiate on the basis of sex and provided/ participated in training regarding the nonbiased use of sex differentiated tests?
5.	No action taken in this area		Have you demonstrated that any testing materials which have a disproportionately adverse effect upon students of one sex validly predict success and that other materials which do not have such effect are unavailable?		Eliminated all tests which have a disproportionately adverse effect upon students of one sex, regardless of whether they predict success for assignment purposes, and developed alternative materials or procedures which are sex fair?
6.	No action taken in this area		Reviewed all course enrollments by sex to identify those courses with 80 percent or more of one sex?		Examined all course enrollments by sex to identify those courses with 65 percent or more of one sex?

VM-7 (page 2)

	1	2	3	4	5
7.	No action taken in this area		Taken steps to assure yourself that sex discrimination in counseling is not a causative factor if you've found courses with disproportionate enrollments?		Developed and implemented an action plan for reducing the discrepancy in the number of females and males in courses in which you've found disproportionate enrollments?
8.	No action taken in this area		Given your supervisor information regarding any instances of discrimination you have identified in counseling policies, practices, or materials relating to student access to vocational education?		Developed and implemented a monitoring system for determining the effectiveness of action plans to eliminate existing sex bias, stereotyping, and discrimination in counseling services to identify instances of new discrimination that might arise?

(page 3)
VM-7

If your total equity score falls below 3, you may need to undertake the kinds of procedures suggested in the middle column to ensure that your program is in compliance with Title IX. If your total is above 3, it indicates that you have made efforts to overcome sex bias and stereotyping; continuing efforts might be funded by your state vocational education agency under funds authorized by the Education Amendments of 1976.

Total equity score: _____
(Compute total for all scales and divide by 8.)

ASSESSING SEX EQUITY IN VOCATIONAL EDUCATION: FOR INSTRUCTORS

Vocational Education Worksheet 8

Listed below are a number of five-point scales which relate to instructors' responsibilities for ensuring nondiscrimination and sex equity in student access to courses. The far left point of the scales (1) indicates that little or no action has been taken in the areas considered on the scales. The midpoint (3) identifies action steps which should be taken to ensure implementation of the Title IX requirement for nondiscrimination in student access to courses. The far right point of the scales (5) indicates some of the measures which could be taken to overcome sex discrimination, sex bias, and sex stereotyping and to implement programs consistent with the mandates of the Education Amendments of 1976.

As a guide, think of the left side as possible noncompliance with Title IX, the midpoint as effective implementation of Title IX, and the right side as active efforts to eliminate the effects of sex discrimination and sex stereotyping in providing access to courses. Read each scale, then determine the point which you think best describes the efforts undertaken in your agency/classroom and circle the appropriate number. Remember that similar assessments regarding employment, student policies, and other areas covered by the Title IX regulation should be completed.

VM-8

HAVE YOU DONE THE FOLLOWING?

	1	2	3	4	5
1.	No action taken in this area		Familiarized yourself with the regulatory requirements of Title IX and their implications for your program area?		Familiarized yourself with the requirements of the Education Amendments of 1976 and/or considered actions which might be taken in your courses/programs to overcome sex bias and stereotyping?
2.	No action taken in this area		Made sure that all vocational and related courses and programs for which you have responsibility are open to both males and females according to the same criteria?		Made curricular and programmatic changes, including provision of support services, which will assure males and females entering and remaining in courses/programs nontraditional to their sex?

	1	2	3	4	5
3.	No action taken in this area		Reviewed all course descriptions and curriculum guides to ensure that females and males are treated equally in all courses/programs for which you're responsible?		Examined all course descriptions and curriculum guides to ensure that females and males needing supplemental education in your area because of past sex bias or discrimination receive such help?
4.	No action taken in this area		Reviewed all course enrollments by sex to identify those courses with 80 percent or more of one sex?		Examined all course enrollments by sex to identify those courses with 65 percent or more of one sex?
5.	No action taken in this area		Taken steps to assure yourself that sex discrimination is not a causative factor if you've found courses with disproportionate enrollments?		Developed and implemented an action plan for reducing the discrepancy in number of females and males enrolled if you've found courses with disproportionate enrollments?
6.	No action taken in this area		Submitted information to your supervisor regarding any instances of discrimination you've identified in policies, practices and materials related to student access to courses/programs?		Developed and implemented a personal monitoring system for determining the effectiveness of action plans to eliminate sex bias, stereotyping, and discrimination and to identify instances of new discrimination that might arise?

VM-8 (page 2)

If your total equity score falls below 3, you may need to undertake the kinds of procedures suggested in the middle column to ensure that your program is in compliance with Title IX. If your total is above 3, it indicates that you have made efforts to overcome sex bias and stereotyping; continuing efforts might be funded by your state vocational education agency under the funds authorized by the Education Amendments of 1976.

Total equity score: _____
(Compute total for all scales and divide by 6.)

APPENDIXES

FEMALE AND MALE PARTICIPATION IN THE PAID WORK FORCE
AND IN VOCATIONAL EDUCATION PROGRAMS:
WHAT ARE THE FACTS?

Vocational Education Worksheet 2A

1. b. 41%
2. c. 57¢
3. c. 54%
4. c. 91%
5. c. 22.9
6. c. 42
7. a. 9
8. b. 47
9. c. less than
10. a. increased
11. b. Black
12. a. four
13. c. as often as
14. b.

white males	$11,633
minority males	8,363
white females	6,544
minority females	5,772

15. d. 35.0
16. c. 70
17. c. 39
18. a. consumer and homemaking programs
19. a. 13
20. b. males are enrolling in traditionally female courses at a faster rate than females are entering traditionally male courses

FEMALE AND MALE PARTICIPATION IN THE PAID WORK FORCE
AND IN VOCATIONAL EDUCATION PROGRAMS:
WHAT ARE THE FACTS?--REFERENCES
(Information in Worksheet 2 and 2A derived from following sources)

Vocational Education Information Sheet 2B

1/ Corinne Rieder, "Work, Women, and Vocational Education," American Education (June 1977): 27.

2/ U.S. Department of Labor, Women's Bureau, "The Earnings Gap Between Women and Men" (Washington, D.C.: Women's Bureau, U.S. Department of Labor, 1976), p. 6.

3/ U.S. Department of Labor, Women's Bureau, Women Workers Today (Washington, D.C.: U.S. Department of Labor, 1976), p.2.

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5/ Women's Bureau, U.S. Department of Labor, telephone communication, July 1977.

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8/ "More Working Women," The Washington Post, 8 March 1977, sec. 2, p. 2.

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13/ Marijean Suelzle, "Women in Labor," Trans-Action 8 (November-December 1970): pp. 50-58.

14/ U.S. Department of Labor, Women's Bureau, 1975 Handbook on Women Workers (Washington, D.C.: Women's Bureau, U.S. Department of Labor, 1975). pp. 135-6.

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17/ Department of Health, Education, and Welfare, Bureau of Occupational and Adult Education, "Enrollments in Vocational Education Programs, FY 1976" (Washington, D.C.: Bureau of Occupational and Adult Education, Winter 1978).

18/ Ibid.

19/ Ibid.

20/ Ibid. and Department of Health, Education, and Welfare, Bureau of Occupational and Adult Education, "Comparative Analysis of Vocational Education Enrollment by Sex in Fiscal Years 1972 and 1975" (Washington, D.C.: Bureau of Occupational and Adult Education, Spring 1977).

WOMEN IN THE WORK FORCE: A FACT SHEET

Vocational Education Information Sheet 2C

Women's Participation in the Paid Work Force

- Women are entering the paid work force at steadily increasing rates. Today, 41 percent of this work force is female; this percentage should equal 50 by the year 2000.

- Increasing entry into the paid work force is characteristic of all groups in our society, regardless of:

  --racial-ethnic group membership

  --age (57 percent of all women in every age group between 18 and 54 are employed outside their homes)

  --marital status (47 percent of the nation's marriages have two bread-winners)

  --maternal status (47 percent of all women with children under 18 are in the paid work force; mothers of children under 6 are entering at a rate faster than any other group)

- the average young woman today will work outside her home for:

  --40 years if she is single

  --30 years if she marries but has no children

  --between 15 and 25 years if she marries and has children, depending on the number of children she has

Women's Status in the Paid Work Force

- Women tend to be concentrated in a limited number of "women's occupations," most of which tend to be lower paying than those occupations in which males predominate.

  --70 percent of all women working for pay are employed in three occupational groups: clerical occupations, service occupations, and professional/technical workers (primarily teachers).

  --50 percent of all men in the paid labor force are employed in the three largest occupational categories for men: skilled crafts, professional/technical, and managerial occupations.

  --In 1974, the median income earned by female college graduates in the paid work force was less than that earned by men with an eighth grade education.

--In 1973, the median income of females employed full-time year-round was $6,448, while median income of similarly employed males was $11,306.

- Even in the same occupational categories, women earn less than men.
- The gap between women's incomes and men's incomes is increasing; in 1956, the median income of all women workers was 63 percent that of men; in 1973, women's median income was only 57 percent that of men.
- Women in the paid labor force are more likely than men to be unemployed.
- Two-thirds of women in the paid labor force today work outside the home due to economic need; they are single, divorced, widowed, separated, or married to husbands with an income of less than $10,000 per year.

Minority Women in the Paid Work Force

- In the past, minority women have had much higher rates of participation in the paid work force than white women; Black women have the longest history of work force participation of any group of women.
- Today, rates of labor force participation by minority women vary among the different minority groups.

  --Black women's rate of labor force participation exceeds that of white women.
  --Hispanic women are less likely to work for pay outside the home than either Black or white women.
  --A majority of Asian American families are comprised of a working husband and a working wife.
  --1970 census data indicate that 35 percent of all Native American women are in the paid work force.

- Minority women with children are more likely to be in the paid work force than are white women with children; 52 percent of minority women with children under 6 were employed in 1974, as compared to 34 percent of nonminority women.
- Minority women are less likely than white women to be employed in white collar jobs and more likely to be employed in blue collar or service jobs.
- Minority women have the lowest average incomes of all workers; in 1973, the average yearly income of white males and females and minority males and females employed on a full-time year-round basis was as follows:

white males	$11,633
minority males	8,363
white females	6,544
minority females	5,772

- Minority females have the highest unemployment rate of any group in the paid work force; in 1975, the unemployment rates were highest for minority females. The rates by race and sex in 1975 were as follows:

white males	7.2
white females	8.6
minority males	13.7
minority females	14.0

When we consider workers in the age group of 16-19 years, the unemployment rates increase dramatically:

white males	18.3
white females	17.4
minority males	35.4
minority females	38.5

- Minority women are more likely than white women to be in the paid work force as a result of economic need.

  Of the more than 2 million minority women in the paid work force, almost two-thirds (63 percent) have husbands with income of less than $10,000 per year. The comparable figure for white women is 43 percent.

- Nearly one in three minority families is headed by a woman who is sole support of herself and her family.

SEX DISCRIMINATION/SEX EQUITY IN
VOCATIONAL EDUCATION: WHAT DOES THE LAW SAY?

Vocational Education Worksheet 3A

1. P Sex differentiation in criteria or procedures related to courses or program admissions is prohibited under Title IX.

2. P Sex segregation in extracurricular activities is prohibited under Title IX.

3. NA Special recruitment efforts are not required under Title IX, but they might be undertaken as a remedial step to correct the effects of past discrimination in course or program admissions. (Under the 1976 Education Amendments, state vocational education agencies may offer incentives to local programs which undertake efforts to recruit students into vocational education programs which are nontraditional for their sex.)

4. NA Title IX makes no requirements for curriculum content. (The 1976 Education Amendments require that Federal funds allocated for consumer and homemaking programs must be used to support the development of home economics curriculum materials related to changing roles of women and men and women's participation in the paid labor force.)

5. P Title IX prohibits making employment or work program assignments to students on the basis of sex; schools may not provide assistance to employers or facilities which so discriminate.

6. P Sex differentiation criteria or procedures related to course or program admission is prohibited under Title IX.

7. NA Title IX makes no requirements for publicizing efforts to eliminate sex discrimination in programs, although publicity programs might be undertaken as a remedial step to correct the effects of past discrimination. (The 1976 Education Amendments require state vocational education agencies to take actions to create awareness of efforts made to reduce sex stereotyping in vocational education; they may also offer incentives to local programs which take such actions.)

8. R Title IX requires all education agencies and institutions to take steps to ensure themselves that disproportionate female/male course enrollments are not the result of sex discrimination in counseling or counseling materials.

9. NA Title IX makes no requirements for curriculum content. (The Education Amendments of 1976 require that states must use Federal funds to provide vocational education programs for persons who have been homemakers but who are seeking employment as a result of separation or divorce.)

10. R Title IX provides that education agencies and institutions may not use recruitment or other materials which imply different sex treatment of students or employees on the basis of sex.

11. P Refusing employment to a qualified person on the basis of sex, or the predominant sex of the students to be taught is in violation of Title IX requirements.

12. P Refusing to admit students to a course or program because of lack of available facilities is prohibited under Title IX, schools are required to make some provision for nondiscriminatory use of existing facilities.

THE EDUCATION AMENDMENTS OF 1976: IMPLICATIONS OF THE SEX EQUITY PROVISIONS FOR LOCAL VOCATIONAL EDUCATION PROGRAMS

Vocational Education Information Sheet 5A

Although the provisions of the Education Amendments of 1976 related to sex equity in vocational education apply directly only to programs at the Federal and state levels (with the one exception), they establish administrative procedures, program mandates, and funding options which are likely to have significant implications for local vocational education programs. Possible implications for local vocational education programs may be identified within each of the three major categories of provisions:

- requirements for the administration of state and local vocational education programs
- provisions governing state use of Federal vocational education funds
- requirements for national vocational education programs

Each of these will be discussed briefly below.

Requirements for Administration of State and Local Vocational Education Programs

The requirements for the overcoming of sex bias in and through administration of vocational education programs have several possible implications for local vocational education programs and personnel.

- Local vocational personnel responsible for establishing and directing the work of the local advisory council should make sure that the council meets the requirements of the regulations by having an appropriate representation of both sexes and racial and ethnic minorities.
- States are required by the Amendments to develop incentives which will encourage local agencies and institutions to:
  - promote enrollment by students in courses and programs
  - develop model programs to reduce sex stereotyping

  Local agencies and institutions are likely to find their programs and funding options influenced by such incentives. Further, the state sex bias coordinators are required by the Amendments to review all vocational education grants made by the state to ensure that the needs of women are addressed. This requirement should be kept in mind by agencies seeking grants.
- State personnel with specific responsibilities relating to overcoming sex bias and discrimination in vocational education programs (in many states, these persons are referred to as "sex bias coordinators")

should be able to provide technical assistance services to local vocational education personnel. Technical assistance might be provided in such areas as:

- data gathering regarding enrollments of females and males
- resource identification for sex equity programs and efforts
- development/identification of model programs
- interpretation of Federal and state nondiscrimination laws relevant to vocational education
- inservice training related to sex equity in vocational education

- Although the Amendments contain only one provision directly applicable to local education agencies, vocational educators at the local level may want to model their administration of vocational education programs in accordance with sex equity requirements established for states. In addition to complying with the requirement of representation of women and men and minorities on the local advisory council, local agencies and institutions may wish to:
  - establish goals and objectives for overcoming sex bias and discrimination in vocational education policies, programs, and practices
  - assign specific personnel the responsibility for assuring that vocational education programs provide equal opportunities for females and males
  - develop a plan to evaluate vocational education programs for compliance with Federal nondiscrimination legislation and for their provision of sex equity for males and females

Provisions Governing State Use of Vocational Education Funds

The implications of the Amendments for local vocational education personnel may be most direct in those provisions which govern state use of vocational education funds. Decisions made by the states regarding use of Federal funds for vocational education programs (decisions which must be reflected in the state's five-year and annual program plans) will shape funding and program opportunities for local agencies and institutions. Vocational educators should therefore have a knowledge of the following:

- provisions of the state's five-year plan for vocational education, including those related to the overcoming of bias and discrimination
- provisions of the local school district's current plan for vocational education, including those related to overcoming sex bias and discrimination
- the manifestations or sources of sex bias and discrimination in their local vocational program

With this information, local personnel can evaluate district needs and priorities in light of State funding priorities in order to determine next steps for program development related to sex equity and to identify future funding opportunities for such programs.

Requirements for National Vocational Education Programs

Possible local implications of the Amendments' requirements for national vocational education programs include the following:

- Local vocational education personnel will need to review their procedures for collecting data on vocational education students, including data on their race and sex, to ensure that they are consistent with those prescribed by their state in accordance with the national system of data collection.

- The national study on sex bias in vocational education will be forthcoming in October 1978. The Office of Education has also made grants or awarded contracts for development of a variety of materials related to sex bias and discrimination in vocational education. Local personnel should keep informed concerning the availability of these various materials and obtain them for local use.

- Districts can obtain funds for exemplary programs of national significance which focus on eliminating sex bias and discrimination in vocational education directly from the Commissioner of Education. Personnel interested in such programs should review the procedural requirements specified in the regulation to implement the Amendments.

OVERCOMING SEX DISCRIMINATION AND ATTAINING SEX EQUITY IN VOCATIONAL EDUCATION: RECOGNIZING AND COMBATING SEX BIAS AND PLANNING FOR ACTION

Participant Materials For Application Session B
For Vocational Educators

Prepared for the
Title IX Equity Workshops Project
of the Council of Chief State School Officers

by the
Resource Center on Sex Roles in Education
National Foundation for the Improvement of Education

INFLUENCES ON THE EDUCATIONAL AND VOCATIONAL CHOICES
OF FEMALES AND MALES: WHAT HAPPENS TO BENNY?

Vocational Education Worksheet 9

TODAY

Benny Churzio, a sophomore at Central High School, wants to enroll next fall in the two-year auto mechanics program. His only industrial preparation is a junior high practical arts course consisting of nine weeks of art, home economics, and industrial arts in which he did very well. His scores on the GATB are well within acceptable ranges, and the results of an interest survey show that he has a high interest in mechanical work.

Other known information about Benny includes the following:

- His high school grades are erratic
- On occasion he has been in violation of school rules for wearing tank tops and smoking inside the building
- His attendance is irregular
- He's the oldest of five children in a single parent family

THE FUTURE

Do you think that Benny will complete the auto mechanics program?

What influences will encourage him to complete the program?

What influences will discourage him from completing the program?

Do you think that Benny will be successfully employed as an auto mechanic?

What influences make it likely that he will be successfully employed?

What influences make it unlikely that he will be successfully employed?

INFLUENCES ON THE EDUCATIONAL AND VOCATIONAL CHOICES
OF FEMALES AND MALES: WHAT HAPPENS TO BENITA?

Vocational Education Worksheet 10

TODAY

Benita Churzio, a sophomore at Central High School, wants to enroll next fall in the two-year auto mechanics program. Her only industrial preparation was a junior high practical arts course consisting of nine weeks of art, home economics, and industrial arts, in which she did very well. Her scores on the GATB are well within acceptable ranges, and the results of an interest survey show that she has a high interest in mechanical work.

Other known information about Benita includes the following:

- Her high school grades are erratic
- On occasion she has been in violation of school rules for wearing tank tops and smoking inside the building
- Her attendance is irregular
- She's the oldest of five children in a single parent family

THE FUTURE

Do you think that Benita will complete the auto mechanics program?

What influences will encourage her to complete the program?

What influences will discourage her from completing the program?

Do you think that Benita will be successfully employed as an auto mechanic?

What influences make it likely that she will be successfully employed?

What influences make it unlikely that she will be successfully employed?

RECOGNIZING SEXIST AND NONSEXIST BEHAVIORS

Vocational Education Worksheet 11
For Administrators

Directions: Listed below are a number of situations which are familiar to vocational education administrators. Under each situation three or four responses are provided. Please read each situation and response and determine how the response would be described according to the following categories.

D - Discriminatory behavior - violates Title IX or other Federal nondiscrimination laws

B - Sex-biased behavior - reflects bias or stereotyping but is not a violation of Title IX or other Federal nondiscrimination laws

F - Sex-fair behavior - treats both sexes in equal or similar ways

A - Sex-affirmative behavior - attempts to compensate for the effects of past discrimination

Indicate your description of each of the responses and label them by placing the appropriate letters in the blanks.

1. Situation: You are interviewing a female candidate for a position as head of the home economics department. In the course of the interview you ask the following questions:

Responses:

____A. "Do you intend to have any more children?"

____B. "What does your husband do for a living?"

____C. "What happens if one of your children gets sick? Will you take illness-in-the family leave?"

____D. "Are you in a position to stay after school for administrative planning sessions, or do you have to get home to fix dinner for your family?"

2. Situation: As a male administrator you demonstrate the following patterns of nonverbal behavior:

Responses:

____A. In mixed groups, such as staff meetings, you maintain eye contact primarily with other male staff members; you look directly at women only when responding to or addressing them.

____B. In the halls, staff lounge, and other informal settings you stand or sit near female and male staff members with approximately the same frequency and seem comfortable doing so.

____C. You use touch to indicate support, gently grasping a hand or arm of both females and males, being sensitive to those who may dislike being touched.

3. Situation: Your institution maintains the following administrative position on dress/appearance of staff:

Responses:

_____A. Although there's an expectation that staff dress neatly and appropriately for their job, there are no rules or regulations. Any gross violations would be handled individually.

_____B. There are no rules or regulations concerning staff appearance other than an unwritten expectation that "one wear what is appropriate for one's job." Female and male staff members are encouraged to wear comfortable clothing that allows them freedom of movement necessary for carrying out their job responsibilities.

_____C. Staff members are required to wear dress apparel (shirts and ties and jackets for males, dresses/pants outfits for women) or uniforms.

4. Situation: You receive information related to an administrative intern training program. You:

Responses:

_____A. Distribute the information only to male teachers.

_____B. Distribute it to all teachers.

_____C. Conduct a special recruiting effort to attract more female teachers into the intern program.

5. Situation: One of your responsibilities is to review the list of individuals and programs who will be coming in to present assembly programs to students during the year. This list is prepared by student council and then given to you for final approval. The student population of your vocational high school is 57 percent female, 43 percent male and 27 percent Black, 60 percent white. The list you approve has the following distribution of individuals and groups:

Responses:

_____A. 8 white male speakers; 1 all white male musical group; 1 film about professional sports in the United States.

_____B. 3 white male speakers; 2 Black speakers, one male and one female; one Hispanic male speaker; 2 musical programs presenting a variety of music from classical to ethnic; 1 film on the Olympics, part of which emphasizes the emerging role of women in the Olympic Games.

_____C. 8 speakers (four males and four females, all of whom are white), 1 white male rock group with a white female vocalist; and 1 film about professional sports in the United States.

6. Situation: Your school utilizes the following forms:

Responses:

_____A. An application for employment which asks for the applicant's marital status, spouse's name, and number of children

_____B. A report card form which begins "Dear Mr. and Mrs."

_____C. A report card form which begins "To the family of _____" (student's name)

_____D. A data form completed by employees after they are hired which asks marital status for insurance purposes

7. Situation: Your school has developed the following administrative procedures for students entering vocational programs nontraditional to their sex:

Responses:

_____A. Females must secure from an employer a statement guaranteeing that they will be hired pending successful completion of the training program; males are accepted without such a statement.

_____B. Students of either sex who want to enroll in a program with prerequisites which they have not had may take a proficiency test to demonstrate relevant basic skills. Based on the results of that test, they may or may not be admitted.

_____C. Students of either sex who want to enroll in nontraditional programs and who, as a result of past discrimination, have neither had the prerequisites nor acquired the basic skills may receive supplemental instruction. This intensified instruction can qualify them to enter the program within a short period of time.

8. Situation: Your school is adding a semester course which, although it does not exclude females, is specifically designed to attract more males into consumer and homemaking programs. This course will cover nutrition, food preparation, wardrobe planning, clothing care, consumer education and apartment living from an individual rather than a family point of view. Your curriculum committee has made the following suggestions for a course title:

Responses:

_____A. Survival for Singles

_____B. Bachelor Living

_____C. Living Alone and Liking It

_____D. Basic Home Economics for Boys

9. Situation: One of your industrial arts teachers has made it clear that he doesn't approve of having young women in welding and anyone who enrolls in his program probably won't last for very long. Six weeks into the school year a young woman welding student comes to you indicating that she's being harassed both by that teacher and students. You say to her:

Responses:

____A. "It sounds as if you're having a rough time in that class. Let's see about getting you transferred to Mr. Jeffrey's class. That might be a little more inconvenient for your schedule, but it will solve the problem."

____B. "I'm disappointed to hear that you're having such a difficult time. That shouldn't be the case. Give me a day to check this out, to talk with Mr. Clements and some of the students. See me tomorrow morning and we'll discuss some options. The one thing I want to stress is that you are entitled to be in any vocational program of your choice without harrassment, and it's my responsibility to see that your rights are protected."

____C. "It's all part of the game. Since you're the first female, you're going to have to put up with some kidding. Don't take it too seriously."

10. Situation: Your work experience coordinator informs you that one of your most supportive and cooperative employers (a construction company) has refused to take a female trainee in carpentry. You:

Responses:

____A. Check the facts, find out that they are correct, and decide to try to make a deal with the manager of the construction company. The two of you agree that you won't send him any female carpenters or craft trainees in exchange for his starting to take business/office occupations students whom he hasn't used before.

____B. Tell your placement coordinator to keep the situation quiet. You'll continue to send the company male trainees but find some place else for female trainees.

____C. Confirm the facts and tell the manager that you can no longer send him male trainees if he refuses to accept female trainees.

11. Situation: You are thinking about the use of rough or obscene language and various terms of address for males and females. You:

____A. Avoid using rough or obscene language in front of females but use it freely with males.

____B. Try to avoid using rough or obscene language around females and apologize when you slip.

_____C. Refer to males on the staff as "men" and the women as "gals."

_____D. Have signs on the restroom doors that say "men" and"ladies."

12. Situation: There's only one restroom facility in your agricultural building. Since no females have been in agriculture until this year, the single facility has never created a problem. Now the four young women are objecting to having to go to another building to use the restroom: You:

Responses:

_____A. Tell the students that since their restroom is in the other building, that's the one they'll have to use.

_____B. Decide that since the number of students using the restroom is small, you'll have a lock put on the door and allow both sexes to use it.

_____C. Instruct the teacher to let the females use the restroom in emergency situations.

RECOGNIZING SEXIST AND NONSEXIST BEHAVIORS

Vocational Education Worksheet 12
For Counselors

Directions: Listed below are a number of situations which are familiar to vocational education counselors. Under each situation three or four possible responses are provided. Please read each situation and determine how each of the responses would be described according to the following categories:

D - Discriminatory behavior - violates Title IX or other Federal nondiscrimination laws

B - Sex-biased behavior - reflects bias or stereotyping but is not a violation of Title IX or other Federal nondiscrimination laws

F - Sex-fair behavior - treats both sexes in equal or similar ways

A - Sex-affirmative behavior - attempts to compensate for the effects of past discrimination

Indicate your description of each of the responses and label them by placing the appropriate letters in the blanks.

1. Situation: As a counselor you believe that part of your responsibility is to support students for the academic achievement, career aspiration, and social behavior. You make the following comments to female and male students:

Responses:

_____A. "Jimmy, that's great that you asked for some information on careers in computer science. There are several brochures on top of my file cabinet. Let me know what you think about all that."/"Melissa, you finally got your hair cut. You look so much more attractive."

_____B. "It appears that office education may not really be the best place for you, Marguerita. What about taking the GATB and an interest inventory? Based on that information, we could start looking at some other options for you."

_____C. "Andrea and Carl, I understand that the two of you are interested in using the computer terminal to find the information on technical schools offering programs in environmental technology. It's great that you found out about the computer program and decided to use it."

2. Situation: You demonstrate the following patterns of nonverbal behavior in your counseling situations:

   Responses:
   _____A. You maintain direct eye contact with same-sex students and indirect eye contact with opposite-sex students.

   _____B. You stand and sit as close to students of one sex as you do students of the other sex.

   _____C. You use touch to indicate support, gently grasping the arm or shoulder of both males and females, being sensitive to students who may dislike being touched.

3. Situation: A 16-year-old student who is pregnant comes to you for assistance in deciding whether or not she should stay in her prevocational program in distributive education. You say:

   Responses:
   _____A. "Trying to go to school and take care of a baby at the same time will be extremely difficult for you."

   _____B. "You can continue in school. There's no reason for you to leave unless you want to."

   _____C. "You'll probably find it very embarrassing to stay in school here. There's a special school for girls in your condition. That would be the best place for you. See Mrs. James to sign up for that program."

   _____D. "There's no reason whatsoever why you can't complete your program in distributive education. Why don't we explore the various options open to you and see what might work out best both before and after the baby is born."

4. Situation: You overhear a colleague making the following comments to students:

   Responses:
   _____A. "It's apparent that you're really angry about being accused of breaking into Dirk's locker. Why don't we talk about that first, William, and then we'll explore possible options for getting the situation settled once and for all."/"Now, Cathy, there's no point in getting angry about the accusation. We all know that you didn't do it. We just have to figure out who did."

   _____B. "I know that you're very hurt by Angela's giving you your ring back, but there's no point crying about it. It's not the end of the world. Pull yourself together and go ask Debbie if she would like to go to this week's game with you."/"It's obvious that you're really hurt by David's asking for his ring back. Why don't you go ahead and cry. Get it all out of your system and then we'll talk about how you can get another boyfriend."

_____C. "You appear to be really disturbed about not getting into the program. I didn't know that you were counting on it that much, Pat. Are you angry or hurt and disappointed? Do you know what triggered those feelings? Let's talk about that for a while before we start exploring options."

5. Situation: You're responsible for setting up a career day for students. You:

Responses: _____A. Arrange for female and male speakers in careers traditional to their sex and assign students to sex-traditional areas. (Females hear the secretary, nurse, etc.; males hear the insurance agent, telephone installer, etc.)

_____B. Arrange for speakers without regard to their sex and allow students to self-select; you provide students with detailed information about speakers and encourage them to make a variety of choices.

_____C. Arrange for female and male speakers in careers both traditional and nontraditional to their sexes and schedule them in a way which requires students to hear 9 out of 12 speakers.

6. Situation: The following are items on a vocational interest survey:

Responses: _____A. Would you like to build model cars and fix a bike or solve crossword puzzles and learn carpentry?

_____B. Would you like to babysit and bake a cake or crochet and watch television?

_____C. Would you like to read a novel and play tennis or join a club and take a biology course?

7. Situation: Ellen, a high school senior, needs summer work to help pay tuition to computer technology school in the fall. She comes to you to ask about summer work. You ask what she likes to do, and she replies that she likes to fix things. You suggest that she:

Responses: _____A. Investigate the "openings for girls" listed on the "jobs for summer" board.

_____B. Call a temporary agency which has opportunities for light office work (filing, answering the phone) during the summer.

_____C. Join a group of students doing minor home repairs and lawn and garden work during the summer.

_____D. Investigate a new city-sponsored program attempting to find jobs for young women in nontraditional fields.

8. Situation: Your school is adding a semester course which, although it does not exclude females, is specifically designed to attract more males into consumer and homemaking. This course will cover nutrition, food preparation, wardrobe planning, clothing care, consumer education, and apartment living from an individual rather than a family point of view. You recommend the following as a course title:

Responses: _____A. Survival for Singles

_____B. Bachelor Living

_____C. Living Alone and Like It

_____D. Basic Home Economics for Boys

9. Situation: The following are excerpts from career education materials distributed from your school's job placement center:

Responses: _____A. "Our supervisory candidates, women and men who are young in years and mature in attitudes, are chosen annually; most will be in responsible positions within five years."

_____B. "All the girls wear attractive uniforms, have interesting jobs, and are surrounded by men."

_____C. /a pamphlet entitled/ "Women in Protective Service: Jobs in Law Enforcement, Fire Fighting, and Security."

10. Situation: Mike, a high school junior, would like to enroll in the child development class given by the home economics department. He has always enjoyed baby sitting and last summer he worked as a counselor at a day camp. He thinks he might eventually like to be a preschool or elementary school teacher, but he's afraid he'll be the only boy in the class and that the other students will make fun of him. You say to him:

Responses: _____A. "In this school you have the right to take any class you want."

_____B. "Why don't you get some friends to sign up for the class with you? There's safety in numbers, you know. You shouldn't be there alone."

_____C. "Well, you're probably right about being the object of a few jokes. Why don't you continue your summer activities, if you're really interested in working with young children. Select some other elective such as business law."

11. Situation: Mary, a high school sophomore, comes into your office to talk about enrolling in auto body shop next fall. She indicates that she is very interested in taking the course but is afraid that she won't be able to participate in the work placement activity that accompanies the course because she's heard that cooperating auto shops exclude females. You say to her:

Responses: _____A. "Well, you know there are still many employers who are reluctant to hire females in this kind of job. Maybe we'd better look at some other vocational program for you."

_____B. "You're really interested in this class but are afraid you'll be excluded from the work experience. Under Title IX the school cannot participate in a coop program that won't take female students. If we find that this program is discriminating, the school can't continue to use it."

_____C. "Under Title IX students are assured the right to nondiscrimination in all education programs. Although some employers are reluctant to accept females in certain job placements, they are required to do so if they are to be involved in school programs. I think you'll find that many attitudes are beginning to change. You may want to talk to Sara Benavidez about her experiences entering the auto body work placement."

12. Situation: The following are excerpts from student scheduling forms which parents must sign:

Responses:

_____A. "Dear Mr. and Mrs."

_____B. "A student in Stevens High School has many options open to him. He may . . ."

_____C. "The family of _____"
(student's name)

RECOGNIZING SEXIST AND NONSEXIST BEHAVIORS

Vocational Education Worksheet 13
For Instructors

Directions: Listed below are a number of situations which are familiar to vocational education instructors. Under each situation three or four possible responses are provided. Please read each situation and response and determine how each of the responses would be described according to the following categories:

D - Discriminatory behavior - violates Title IX or other Federal nondiscrimination laws

B - Sex-biased behavior - reflects bias or stereotyping but is not a violations of Title IX or other Federal nondiscrimination laws

F - Sex-fair behavior - treats both sexes in equal or similar ways

A - Sex-affirmative behavior - attempts to compensate for the effects of past discrimination

Indicate your description of each of the responses and label them by placing the appropriate letters in the blanks.

1. Situation: As a teacher you believe it's important for you to support students appropriately for their academic achievement, career aspirations, and social behavior. You make the following comments to students:

Responses: _____A. "You finally got your hair cut. Melissa, you certainly look much more attractive."/"Greg, you did a really great job on putting in the 220 wiring! You'll be ready for an apprenticeship soon."

_____B. "Kathy and Louie, both of you did an excellent job on planning those doors. That's really good work!"

_____C. "Marguerita, I noticed yesterday that you're handling the power saw much more confidently now than you were two weeks ago. You may end up being the best power tool operator we've got around here!"

2. Situation: You observe the following nonverbal behavior patterns of a male welding teacher:

Responses: _____A. He visits the work stations of males and females with approximately the same rate of frequency.

_____B. He uses touch as an indicator of support by gently grasping both females and males on the arm or shoulder, being sensitive to those who may dislike being touched.

_____C. He maintains direct eye contact with male students while establishing eye contact with female students only when specifically responding to or addressing them.

3. Situation: You run a floristry lab which sells students' arrangements at cost to people in the community. Your school has no student dress code other than the requirement that students may not wear anything which would "disrupt the educational process." However, as a teacher you:

Responses: _____A. Require students working behind the counter waiting on customers to wear unisex jackets.

_____B. Make a point to encourage young women and young men to wear comfortable clothing which allows them freedom of movement for stooping, lifting, carrying heavy items, and sitting on high stools.

_____C. Allow male students to wear T-shirts and tank tops but not females.

4. Situation: As a home economics teacher, you encourage your students to be in good physical and mental health by:

Responses: _____A. Maintaining a bulletin board with pictures of males lifting weights, jogging, and playing baseball and handball; while females (in leotards) are pictured doing exercises and riding bikes.

_____B. Conducting a unit on "taking care of myself" in which all students formulate objectives for themselves in all of the following areas: nutrition, exercise, rest, preventive medical and dental care, and neat and attractive physical appearance.

_____C. Inviting a makeup consultant in to demonstrate use of makeup to females in your class; providing males with a movie on aerobics.

5. Situation: In your marriage and family class students are building a diorama on family roles and responsibilities which will be placed in the school's main display area. It shows:

Responses: _____A. both adult males and females taking care of and playing with children

_____B. females caring for children and males playing with children

_____C. males doing yard work; females doing laundry and cleaning

_____D. females doing yard work; males doing laundry and cleaning; both doing cooking

6. Situation: The following are excerpts from career education materials distributed in your school's job placement center:

Responses:

_____A. "All girls wear attractive uniforms, have interesting jobs, and are surrounded by men."

_____B. "Our supervisory candidates, women and men who are young in years but mature in attitudes, are chosen annually; most will be in responsible positions within five years."

_____C. (a pamphlet entitled) "Women in Protective Service: Jobs in Law Enforcement, Fire Fighting, and Security"

7. Situation: You want to offer a semester course which, although it does not exclude females, is specifically designed to attract more males into consumer and homemaking. Such a course would cover nutrition, food preparation, wardrobe planning, clothing care, personal care, consumer education, and apartment living from an individual rather than a family perspective. You decide to call this course:

Responses:

_____A. Survival for Singles

_____B. Bachelor Living

_____C. Living Alone and Liking It

_____D. Basic Home Economics for Boys

8. Situation: In making student assignments, you:

Responses:

_____A. Require males to make a bookcase; females, a cheese board.

_____B. Tell students that you need two volunteers: a male to run the film projector and a female to take attendance.

_____C. Select males to head student work teams on the assumption that males need to have more responsibility than females.

9. Situation: You undertake extracurricular responsibilities:

Responses:

_____A. As advisor of the newly integrated Future Farmers of America, you give students the option of choosing a blazer or a windbreaker as a club jacket.

_____B. As Vocational Industrial Clubs of America (VICA) advisor, you're concerned about student leadership positions being held by males since the group began. You share your concern with students and discuss what possible options are available to increase females' leadership opportunities.

_____C. As advisor for the Future Homemakers of America, you allow female students to earn club credits through baby-sitting for you. That option isn't open to males in the group.

10. Situation: Students in your cosmetology class are boycotting the presence of the first male student by ignoring him, hiding materials and supplies from his station, and slipping nasty notes in his locker. You:

Responses:

_____A. Ask the counselor to remove him from your class.

_____B. Ignore the students' behavior on the premise that that they'll come to accept him in time so there's no point in making an issue of it now.

_____C. Establish and enforce strict rules against harassment of any student.

_____D. Establish and enforce strict rules against harassment while at the same time helping all students to explore sex stereotyping and its implications for them.

11. Situation: In your coed gourmet cooking class, the females often take responsibility for cleaning up after the males. While they do this, the males sit, finish off the food, chat, or do their homework. You:

Responses:

_____A. Ignore this behavior since the females are doing it on their own and the males aren't causing any problems.

_____B. Praise the females for being so considerate and helpful.

_____C. Clarify responsibilities so that both sexes clean up after they've finished cooking.

12. Situation: You're a home economics teacher introducing a sewing machine to a coed class. One of your concerns is how to present the machine to the young men in the class, most of whom have had no previous experience at all. You:

Responses:

_____A. Present the sewing machine as you might introduce any other power tool.

_____B. Team males and females in the class so that females can give the males assistance in learning how to use the machine.

_____C. Divide the class by sex so that you can spend more time with the males.

HOW TO RECRUIT

Vocational Education Worksheet 14

Directions: The purpose of this activity is to brainstorm as many suggestions as possible as to how you in your role of vocational administrator, teacher, or counselor can recruit and assure the successful completion of students in courses nontraditional to their sex. You'll use many of these ideas later as you develop a specific program to increase the numbers of females or males in certain courses or programs.

First, form role groups of teachers, administrators, or counselors. Next, appoint a recorder who will write on newsprint all the ideas generated by your group. When the facilitator gives the signal, suggest as many ideas as you can on how you could recruit more students into courses nontraditional to their sex and how you can assure their successful completion of such courses/programs.

Before she/he gives the "go" signal, the facilitator will review with you the following basic principles of brainstorming:

- The purpose is to generate as many ideas as possible within a short amount of time.
- There will be no evaluation of ideas. Although an idea may appear to be impractical or unworkable, that idea may stimulate someone else to contribute something which would be highly practical and workable.

You may want to use the rest of this sheet for jotting down some of the ideas which you have or some of those generated by the group which would be particularly relevant to you in your school.

After 10 minutes the facilitator will call time. The recorder for each group should post the group's work where it can easily be seen. Each recorder will then summarize the ideas of the total group.

DEVELOPING A PLAN FOR RECRUITING STUDENTS INTO VOCATIONAL TRAINING PROGRAMS NONTRADITIONAL TO THEIR SEX

Vocational Education Worksheet 15

Directions: In this activity, you'll have the opportunity to develop a specific plan for recruiting students into courses/programs nontraditional to their sex and assuring their successful completion of such programs and courses. In developing this plan you'll be using data generated in the preceding activity.

The following steps are involved in completing this activity:

- Form a group of three persons. Where possible, make sure your group includes persons from different professional roles--e.g., an administrator, a counselor, and a teacher.
- Review individually the following sections of this worksheet:
  - Background Information
  - Current Male/Female Enrollments
  - Sample Recruiting Plan
- Decide within your group the area on which your recruiting plan will focus. It may be a course (singles living), a program (carpentry), or an area (health occupations). You may also select two programs (floristry and ornamental horticulture, for example) if a grouping of two or more programs is basic to your recruitment plan. The area(s) you select may be those you are most familiar with, those that show the greatest discrepancies in male and female enrollments, or those chosen on the basis of other criteria that you establish.
- Feel free to make any assumptions about the courses/programs that you believe to be appropriate (e.g., that the curriculum has not been adapted to meet the interests and needs of both sexes).
- Using the attached form, develop a recruiting plan for enrolling and ensuring the successful completion by students of courses nontraditional to their sex. The ultimate goal will be to balance male/female enrollments in vocational education areas, courses, or programs so that students of both sexes are represented in proportion to their representation in the total student body, plus or minus 15 percentage points. As part of the plan, develop specific objectives and a timetable and work activities for achieving those objectives. Use a separate form for each course/program area you select. Do as many as you can in the time allotted.

Background Information

You are on the staff of a two-year vocational high school (Stivers High) which serves a district of 25,000 adjacent to a major metropolitan area. Students come to Stivers for their last two years of school, during which they complete a vocational training program, finish basic academic requirements for graduation, and participate in a work experience program. Before coming to Stivers, some students have completed a pre-vocational program; others have not. Stivers offers a full range of extracurricular activities for students.

The board of education of the district has enacted a policy of non-discrimination on the basis of sex and compliance with Title IX. It has also disseminated guidelines for implementation of that policy. In accordance with these guidelines, Stivers is developing an affirmative program designed to ensure Title IX compliance and to achieve sex equity in vocational education.

One of the long range goals of this program is to balance the female and male enrollments in vocational education areas, programs, or courses so that students of both sexes are represented in proportion to their representation in the total student body, plus or minus 15 percentage points. This would mean that all course enrollments would be within the 35 percent - 65 percent range of one sex or the other. In this activity you will focus on developing a recruiting plan to increase the numbers of students in courses/programs atypical to their sex and ensuring their continuance in these courses/programs as one means of achieving the long range goal.

Current Male/Female Enrollments in Stivers High School Vocational Education Courses

Agriculture	Male	Female
Ornamental Horticulture	75%	25%
Marketing and Distribution		
Distributive Education	52%	48%
Food Merchandising	65%	35%
Fashion Merchandising	34%	66%
Floristry	30%	70%
Consumer and Homemaking		
Home Economics	0%	100%
Family Living	0%	100%
Clothing and Textiles	0%	100%
Food and Nutrition	2%	98%
Home Furnishings and Housing	0%	100%
Marriage and Family	60%	40%
Singles Living	75%	25%

	Male	Female
Occupational Home Economics		
Care and Guidance of Children	8%	92%
Food Management	25%	75%
Occupational Sewing and Fashion Design	5%	95%
Office		
Business Data Processing	51%	49%
Clerk-Typing	15%	85%
Steno., Secretarial	4%	96%
Business Law	75%	25%
Consumer Education	48%	52%
Health		
Health Assistant	0%	100%
Practical Nursing	0%	100%
Trades and Industry		
Heating/Air Conditioning	100%	0%
Auto Mechanics	90%	10%
Auto Body and Fender	90%	10%
Carpentry	100%	0%
Electricity	100%	0%
Graphic Arts	60%	40%
Cosmetology	28%	72%
Photography	60%	40%
Upholstery	100%	0%
Custodial Services	100%	0%

Sample Recruiting Plan

1. Goal: To balance male/female enrollments in vocational education areas, programs, or courses so that students of both sexes are represented in proportion to their representation in the total student body, plus or minus 15 percentage points.

2. Program area(s) covered in this recruiting plan:

   Auto mechanics and auto body/fender

3. Why did you select this(these) program area(s):

   So few females enrolled historically; area presents excellent opportunities for women

4. List up to three objectives leading to the achievement of the above goal for the selected program area(s). Indicate a timeline for the completion of each.

   Objective #1:

   Stivers High School will increase the number of females enrolled in auto mechanics/auto body by 20% within three years

   Objective #2: Stivers High School will maintain a successful completion rate of females and males in auto mechanics/auto body of 75% over the next three years

   Objective #3:

5. List up to three specific work activities for achieving your objectives. Also, designate the person who has primary responsibility for the implementation of each activity (administrators, counselors, or teachers) and a timeline for completion of the task.

   Objective #1

   Work activity #1: In conjunction with graphic arts, the automotives department will produce a brochure on opportunities for women in automotives.

   Person(s) responsible: Automotives department head; graphic department head

   Completed by: November 1977

Work activity #2: _____

_____

_____

Person(s) responsible: _____

Completed by: _____

Work activity #3: _____

_____

_____

Person(s) responsible: _____

Completed by: _____

Objective #2

Work activity #1: _____

_____

_____

Person(s) responsible: _____

Completed by: _____

Work activity #2: Teachers will hold individual conferences with each student once every six weeks to review progress. Conferences will follow a procedure developed jointly by counselors and teachers designed to discover early any potential problems students may be experiencing.

Person(s) responsible: Counseling department head; vocational education programs director

Completed by: September 1977

Work activity #3: _____

_____

_____

Person(s) responsible: _____

Completed by: _____

Objective #3

Work activity #1: _____

_____

_____

Person(s) responsible: _____

Completed by: _____

Work activity #2: _____

_____

_____

Person(s) responsible: _____

Completed by: _____

Work activity #3: _____

_____

_____

Person(s) responsible: _____

Completed by: _____

The Recruiting Plan:

1. Goal: To balance male/female enrollments in vocational education areas, programs, or courses so that students of both sexes are represented in proportion to their representation in the total student body, plus or minus 15 percentage points.

2. Program area(s) covered in this recruiting plan: _____

_____

_____

3. Why did you select this(these) program area(s)? _____

_____

_____

4. List up to three objectives leading to the achievement of the above goal for the selected program area(s). Indicate a timeline for the completion of each.

Objective #1: _____

_____

_____

Objective #2: _____

_____

_____

Objective #3: _____

_____

_____

5. List up to three specific work activities for achieving your objectives. Also, designate the person who has primary responsibility for the implementation of each activity (administrators, counselors, or teachers) and a timeline for completion of the task.

Objective #1

Work activity #1: _____

_____

_____

Person(s) responsible: _____

Completed by: _____

Work activity #2: _____

_____

_____

Person(s) responsible: _____

Completed by: _____

Work activity #3: _____

_____

_____

Person(s) responsible: _____

Completed by: _____

Objective #2

Work activity #1: _____

_____

_____

Person(s) responsible: _____

Completed by: _____

Work activity #2: _____

_____

_____

Person(s) responsible: _____

Completed by: _____

Work activity #3: _____

_____

_____

Person(s) responsible: _____

Completed by: _____

Objective #3

Work activity #1: _____

_____

_____

Person(s) responsible: _____

Completed by: _____

Work activity #2: _____

_____

_____

Person(s) responsible: _____

Completed by: _____

Work activity #3: _____

_____

_____

Person(s) responsible: _____

Completed by: _____

The Recruiting Plan:

1. Goal: To balance male/female enrollments in vocational education areas, programs, or courses so that students of both sexes are represented in proportion to their representation in the total student body, plus or minus 15 percentage points.

2. Program area(s) covered in this recruiting plan: _____

_____

_____

3. Why did you select this (these) program area(s)? _____

_____

_____

4. List up to three objectives leading to the achievement of the above goal for the selected program area(s). Indicate a timeline for the completion of each.

   Objective #1: _____

   _____

   _____

   Objective #2: _____

   _____

   _____

   Objective #3: _____

   _____

   _____

5. List up to three specific work activities for achieving your objectives. Also, designate the person who has primary responsibility for the implementation of each activity (administrators, counselors, or teachers) and a timeline for completion of the task.

   Objective #1

   Work activity #1: _____

   _____

   _____

   Person(s) responsible: _____

   Completed by: _____

Work activity #2: _____

_____

_____

Person(s) responsible: _____

Completed by: _____

Work activity #3: _____

_____

_____

Person(s) responsible: _____

Completed by: _____

Objective #2

Work activity #1: _____

_____

_____

Person(s) responsible: _____

Completed by: _____

Work activity #2: _____

_____

_____

Person(s) responsible: _____

Completed by: _____

Work activity #3: _____

_____

_____

Person(s) responsible: _____

Completed by: _____

Objective #3

Work activity #1: _____

_____

_____

Person(s) responsible: _____

Completed by: _____

Work activity #2: _____

_____

_____

Person(s) responsible: _____

Completed by: _____

Work activity #3: _____

_____

_____

Person(s) responsible: _____

Completed by: _____

PROGRAM-PLANNING OUTLINE

Vocational Education Information Sheet 16

Seven Step Program-Planning Process

Step 1: Setting measurable goals and objectives

Step 2: Planning programs for each goal (programs would include specified objectives, sub-objectives, work activities, products, and outcomes)

Step 3: Developing a budget

Step 4: Implementing the program

Step 5: Evaluating the program

Step 6: Updating and adjusting program plans

Step 7: Reporting results of the program

Basic Principles of Effective Program Planning

1. Program planning is an on-going, continuous process. Every program should be in some phase of the program planning process.
2. Program planners should utilize all seven phases of the program planning process.
3. Those who will carry out the program should be included or represented in every phase of the process.
4. Timelines should be carefully delineated, and responsibilities should be clearly assigned.
5. Most plans should include an inservice training component as part of the implementation phase.

MY ACTION PLAN

Vocational Education Worksheet 17

Directions: The information and experiences of Sessions A and B of this workshop should have given you a wide range of ideas as to how you can assist in complying with Title IX and implementing sex equity in your school. Some of the ideas would be appropriate for you in your situation; others would be inappropriate; some would be workable with modification. Many of the ideas presented you could do entirely on your own; others would require the cooperation and assistance of other vocational education personnel within your school.

As the final activity in this workshop, you have the opportunity to develop your own action plan, one which would be realistic for you to do in your situation and one to which you're willing to commit yourself. Using the following simplified program planning outline, determine specifications for your own action plan.

1. What objective(s) would you set for yourself for achieving sex equity within your school? (include timeline)

   Objective 1:_____

   _____

   Objective 2:_____

   _____

2. What are the appropriate work activities needed to achieve this objective?

   Work activity 1:_____

   _____

   Person responsible:_____Completed by:_____

   Work activity 2:_____

   _____

   Person responsible:_____Completed by:_____

3. Is there any cost involved in your work activities? If so, what are the cost items and the approximate expense involved?

Items	Cost
_____	_____
_____	_____
_____	_____

4. What are the specific steps you need to take to implement your program? (Put them in chronological order.)

   Step 1: _____

   Step 2: _____

   Step 3: _____

   Step 4: _____

   Step 5: _____

5. How can you evaluate your action plan, and at what point will you do so?

   _____

   _____

   _____

6. How will you let others know about your action plan and its outcomes?

   _____

   _____

   _____

   _____

WORKSHOP EVALUATION FORM

Vocational Education Worksheet 18

1. At this point, how would you rate your knowledge of:

Title IX	Education Amendments
____thorough understanding	____thorough understanding
____some knowledge	____some knowledge
____little knowledge	____little knowledge
____no knowledge	____no knowledge

2. What concerns or questions about Title IX, the Education Amendments, or sex equity in vocational education have been answered for you today?

3. What concerns or questions about Title IX, the Education Amendments, or sex equity in vocational education still remain unanswered for you?

4. Which of the day's activities were most helpful to you?

5. Which of the day's activities were least helpful to you?

6. What information, experiences, or activities do you need next in order to begin providing sex equity in your area of vocational education responsibility?

APPENDIXES

RECOGNIZING SEXIST AND NONSEXIST BEHAVIORS

Vocational Education Worksheet 11A
For Administrators

1. d A
   d B
   d C
   d B

2. b A
   f B
   f C

3. f A
   a B
   f C

4. d A
   f B
   a C

5. b A
   f B
   b C

6. d A
   b B
   f C
   f D

7. d A
   f B
   a C

8. f A
   d B
   f C
   d D

9. d A
   f B
   d C

10. d A
    d B
    f C

11. b A
    b B
    b C
    b D

12. d A
    f B
    d c

RECOGNIZING SEXIST AND NONSEXIST BEHAVIORS

Vocational Education Worksheet 12A
For Counselors

1. b A
   a B
   f C

2. b A
   f B
   f C

3. b A
   f B
   d C
   a D

4. b A
   b B
   f C

5. d A
   f B
   a C

6. b A
   b B
   f C

7. b A
   b B
   f C
   a D

8. f A
   d B
   f C
   d D

9. f A
   b B
   a C

10. f A
    b B
    d C

11. d A
    f B
    a C

12. b A
    b B
    f C

RECOGNIZING SEXIST AND NONSEXIST BEHAVIORS

Vocational Education Worksheet 13A
For Instructors

1. b A
   f B
   a C

2. f A
   f B
   b C

3. f A
   a B
   d C

4. b A
   f B
   d C

5. f A
   b B
   b C
   a D

6. b A
   f B
   a C

7. f A
   d B
   f C
   d D

8. d A
   b B
   d C

9. f A
   a B
   d C

10. d A
    d B
    f C
    a D

11. b A
    b B
    f C

12. f A
    b B
    d C

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